DOCUMENT RESUME

ED 308 643 EC 220 506

TITLE	Students in Transition Using Planning. Teacher's Manual.
INSTITUTION	PACER Center, Inc., Minneapolis, MN.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	88
NOTE	202p.
AVAILABLE FROM	Pacer Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417-1055 ($10.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accessibility (for Disabled); *Advocacy; Assertiveness; *Civil Rights; Curriculum Guides; *Daily Living Skills; Decision Making; *Disabilities; Education Work Relationship; High Schools; Information Utilization; Learning Disabilities; Lesson Plans; Mental Retardation; Physical Disabilities; *Transitional Programs

ABSTRACT

The manual was the outcome of a 3-year project to develop a training program on self-advocacy for special education students. The student training is a 3-4 hour program aimed at increased student awareness of their rights and responsibilities as they begin the transition process. Training materials include outlines for each session, student activities such as worksheets and scripts for role-playing, and information handouts. The program has been piloted with students with learning disabilities, physical handicaps, and mental retardation. The format for students with learning disabilities and physical handicaps consists of three sessions, focusing on future planning and goal setting, disability rights, and self advocacy and communication skills. Self advocacy skills are demonstrated in relation to securing services such as rehabilitation counseling, employment, or housing. The format for students with mental retardation differs in that all three sessions emphasize communication skills, with the first focusing on planning, the second on securing employment assistance, and the third on using social work services in developing independent living skills. Appendixes include information on laws and information for parents. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Teacher's Manual

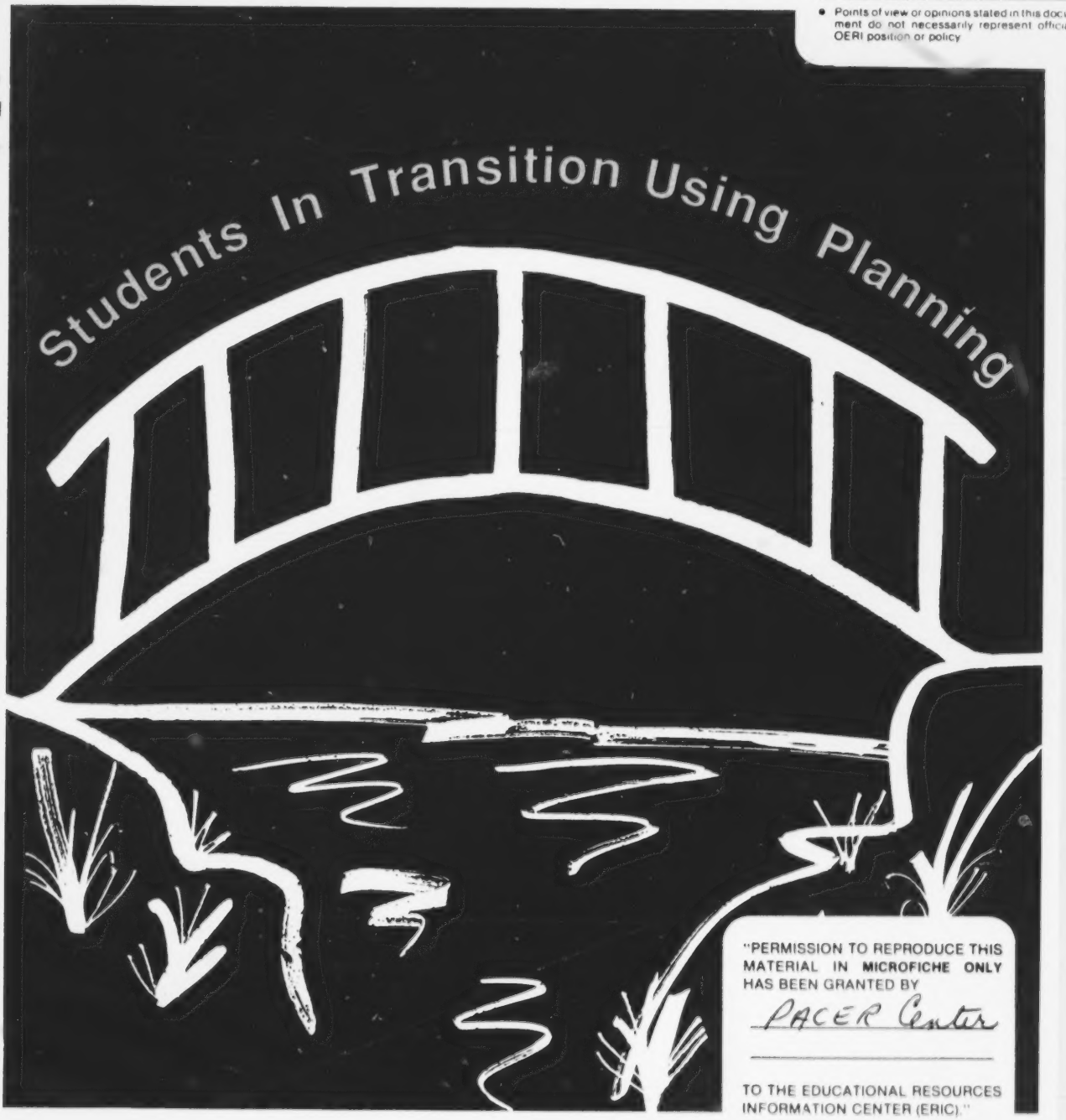
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED308643



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

PACER Center

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC220576

PACER CENTER

STUDENTS IN TRANSITION USING PLANNING

TEACHER'S MANUAL

PACER CENTER

The Students in Transition Using Planning Teacher's Manual was prepared by:

Christine Hunter, Transition Coordinator
Kris Torma, Transition Staff
Marge Goldberg, PACER Co-director
Paula F. Goldberg, PACER Co-director

Special Thanks to:

Georgena Linafelter, Production Staff

PACER Center and its *Students in Transition Using Planning* Project are funded by grants from the Division of Personnel Preparation, Special Education Programs, U.S. Department of Education and foundations and corporations. Opinions expressed do not necessarily reflect the positions or policies of the Department of Education or other contributors.

(c) 1988. PACER Center, Inc. (Parent Advocacy Coalition for Educational Rights), 4826 Chicago Avenue South, Minneapolis, MN 55417-1055, (612) 826-2966, Voice and TDD. No portion of this is to be reproduced without written permission.

Table of Contents

Section One: Introduction 1

Introduction 2
Reprint Information 6

Section Two: Program for Students with Learning Disabilities or Physical Handicaps 7

Overview 8
Summary of Program Sessions 9
Expanded Sessions Outline 10
Outline Addendum for Students with Learning Disabilities 35
Future Invention Instructions 43
Future Invention: SCRIPT I 44
Future Invention: SCRIPT II 46
Future Invention Worksheets

Section Three: Program for Students with Mental Retardation 48

Overview 49
Summary of Program Sessions 50
Expanded Sessions Outline 51
Future Invention Instructions 62
Future Invention Worksheet
Students Handouts:
T35
T36
T37

Section Four: Student Handouts 63

Instructions for Student Handouts 64
Students Handouts
T1 Vocational Rehabilitation Services
T2 Division of Rehabilitation Services:
Eligibility Guidelines for the Learning Disabled (LD)
T4 You and Your Rights: Planning for Training After High School

T5 Financial Aid
T7 Vocational School Programs (LD)
T8 Transportation/Driver's Education (LD)
T9 Learning Aids for Students with Disabilities (Accommodations) (LD)
T10 College Programs (LD)
T11 Transportation (PH)
T12 Special Transportation Services
T13 Resources for Students with Learning Disabilities (LD)
T14 People in Transition - A College Student (LD)
T15 Getting a Job (LD)
T21 Housing (PH)
T23 Personal Care Attendant (PH)
T30 Self-Advocacy (PH, LD)
T35 Self-Advocacy (MR)
T36 MN Division of Rehabilitation Services (MR)
T37 Social Work Services Help To Plan For Your Needs (MR)
T42 Supplemental Security Income (SSI)

Section Five: Communication Style Scripts 65

Communication Style Scripts Instructions 66
Communication Styles Definition 67
Communication Style Scripts
"Class Scheduling:"
SCRIPT 1A, Passive 69
SCRIPT 1B, Aggressive 70
SCRIPT 1C, Assertive 71
"Moving Out:"
SCRIPT 2, Passive 72
"DRS Interview:"
SCRIPT 3, Assertive 73
"Class Scheduling/Adaptive Aids:"
SCRIPT 4, Assertive 74
"Personal Care Attendant:"
SCRIPT 5A, Passive 75
SCRIPT 5B, Aggressive 76
SCRIPT 5C, Assertive 77
"Job Interview:"
SCRIPT 6A, Passive 79
SCRIPT 6B, Aggressive 80
SCRIPT 6C, Aggressive 81
SCRIPT 6D, Assertive 82

"IEP Meeting:"
SCRIPT 7A, Passive 83
SCRIPT 7B, Aggressive 84
SCRIPT 7C, Assertive 85
"DRS Application Interview:"
SCRIPT 8A, Passive 86
SCRIPT 8B, Aggressive 87
SCRIPT 8C, Assertive 88

Section Six: Project Evaluation 89

Project Evaluation 90
Teacher Evaluation - Sample Forms
Program Information for Students with Learning Disabilities or Physical Handicaps 92
SESSION 1: Future Planning 93
SESSION 2: Disability Rights 94
SESSION 3: Self-Advocacy/Communication Skills 95
Program Information for Students with Mental Retardation 97
SESSION 1: Future Planning 98
SESSION 2: Division of Rehabilitation Services 99
SESSION 3: Social Work Services 100
Student Evaluation - Sample Forms
SESSION 1 102
SESSION 2 103
SESSION 3 104

Section Seven: Appendix 105

Appendix 106

Section One:

Introduction and Reprint Information

Introduction

The *Students in Transition Using Planning* Project has been a three year special project grant funded by the Office of Special Education and Rehabilitation Services. The Project has had two major goals: to develop a training program on self-advocacy for special education students and to prepare others to duplicate the student training program.

This book is intended as a manual for those who wish to develop a similar program of student training. The student training was a 3-4 hour program aimed at increasing special education students' awareness of their rights and responsibilities as they begin the transition process. The training was designed as an introduction to transition and self-advocacy issues or as a supplement to a transition curriculum that schools may already be using. Training materials include outlines for each session, student activities such as worksheets and scripts for role-playing, and information handouts for students that explain topics of importance in planning for after high school. The outlines are designed to be used in conjunction with a set of 45 transparencies that enhance the oral presentation. The curriculum outlines are designed to be flexible so that trainers can adapt components of the curriculum to reflect their individual style and the varying needs of their students.

The student training program was developed and piloted during 1985-86 for students with learning disabilities and physical handicaps. During 1987, the program was adapted for students with mental retardation. A pilot project for students who are hearing impaired and deaf is being planned for spring of 1988.

The program for students with learning disabilities or physical handicaps

The format of the training for students with learning disabilities and physical handicaps consists of three class sessions. The first session focuses on future planning and goal setting. Students are guided in projecting a personal future fantasy for one, three and five year intervals in areas such as housing, employment, recreation and finances. Information on a variety of community resources is presented to enable students to identify resources they may need for the future. Topics presented have been selected based on student interest and needs, but typically focus on training and employment resources, residential options and financial resources.

The second session provides information on disability rights, including a focus on both human and civil rights. Students are informed of specific laws that provide protections for persons with a disability. These include PL 94-142, and its relationship to IEP planning; The Carl Perkins Vocational Education Act and how it can be utilized by students for vocational planning, and Section 504 of the Rehabilitation Act of 1975 as it relates to protections in education.

Self-advocacy and communication skills are emphasized in the third session. Students observe and participate in role plays that demonstrate passive, aggressive and assertive styles of communication. Self-advocacy skills are demonstrated in relation to securing services such as rehabilitation counseling, employment, or housing.

The program for students with mental retardation

The format of the training for students with mental retardation also consists of three class sessions. The format differs, however, in that communication skills are emphasized in all three sessions. In session one, students are guided in projecting a future fantasy for one year after graduation from high school. Students identify changes they want to occur in their lives, and the people who may be able to help them make those changes. Students learn of their right to participate in IEP planning meetings in school and of the most effective ways of communicating with teachers or others who may be helping them plan for the future. Students observe the simulations (role plays) and analyze the different communication styles.

Session two focuses on securing employment assistance. Students observe, critique and participate in role plays related to securing assistance from The Division of Rehabilitation Services.

Session three emphasizes social work services as a resource for assistance in developing independent living skills. Students learn about the kinds of services provided and how to get help from a social worker. Again, students participate in role plays that demonstrate the three communication styles in relation to securing social work services.

Program format

Each of the three sessions is designed to be presented in one hour increments. Actual presentation time can vary depending on the length of typical class periods or the ability to extend class schedules if more time is desired.

During the pilot training, the program was presented in several different time formats: one session each on Monday, Wednesday, Friday; one session per week over three weeks; and a half day training covering all three sessions. The Monday-Wednesday-Friday schedule proved the most effective, allowing time on alternating days for review or the introduction of supplemental activities as desired. The half-day training proved to be an "information overload"; the three week schedule did not provide enough reinforcement of the topics covered, and students lost interest. The training, as an introduction to transition for students, provided a foundation upon which more extensive instruction, such as a quarter or semester long class, could be built.

The training has been designed to be implemented by co-presenters, preferably one of whom has a disability. Our experience suggests that students with disabilities respond positively to an adult with a similar disability who can act as a role model. When evaluating our first year's activities, students reported that interacting with a successful adult with a disability broadened their perspective on the options available to them. Recent high school graduates of special education programs or adults active in a local independent living center or organization could play this role.

Additional information

When working with students who are learning disabled we found that many of them were unaware of their disability. While they admitted to having problems in school, they lacked a clear understanding as to the basis for their difficulties, and that these difficulties constitute a disability. As a result, these students indicated that they did not understand how the second session on disability rights applied to them. In order for students to understand the significance of civil rights laws protecting people with learning disabilities, it was necessary to increase their understanding and knowledge about learning disabilities. As a result, an addendum to the three sessions was developed to address the question "What is a learning disability?" The section was designed so that it could be presented as a separate teaching unit if desired, or as a component of the three session curriculum. It should be recognized that student responses to an awareness or acceptance of having a disability will vary greatly, and presentation of this section should allow adequate time for students to discuss their reactions to the material presented.

In some instances, teachers chose to use the curriculum with students with emotional and behavioral disorders. While sessions one and three were useful for these students, the disability rights information covered in session two was not applicable in all instances. The rights information addressed is predicated on the assumption that a medical-based disability exists. Since not all students who may be identified as having an emotional or behavioral disorder have a medically based disability, the "rights" information may not apply for all students.

Users of the *Students in Transition Using Planning* resource materials will note that some of the information is state specific. Please be aware that changes may occur in laws, availability of resources, program eligibility, requirements, etc. that are detailed in the resource manual. Although PACER revises resource handouts as these changes occur, it is the user's responsibility to verify currency of materials.

Evaluation

As a special project funded by the Office of Special Education and Rehabilitation Services, PACER was required to evaluate all components of the *Students in Transition Using Planning* Project. During the pilot training, all trainers and students completed evaluations of the three training sessions. Evaluation procedures and results are reviewed in Section 6 of the manual.

In order to collect data on the possible replication of the student training component of this project, individuals or groups who use the materials in this manual to develop an actual program for students are asked to complete the "reprint information" form on the next page..

The *Students in Transition Using Planning* Project involved, in addition to the student training, a Training of Trainers component to prepare others to conduct the student sessions. Volunteers participated in a two day training that included an overview of transition, information on adult service systems students may need to use when they leave school, and guidance and instructions for implementing the student program.

Reprint Information

Students in Transition Using Planning

If you plan to make copies of any of the material in this manual please fill out this form and return it to PACER at: c/o Students in Transition Using Planning Project, 4826 Chicago Avenue South, Minneapolis, MN 55417, (612) 827-2966.

We will then grant you reprint permission. We ask you to follow this process so we can document who has used this manual to actually work with students and replicate this project. Also, there may be additional materials we will want to let you know about when they're developed.

Permission to reprint materials is requested by:

Name _____

Address _____

_____

_____

Phone _____

Reprint of the following materials is requested (Check those categories you wish to reprint. You do not need to itemize each separate article.):

Student Handouts _____

Communication Style Scripts _____

Forms for use in the Program for Students with Learning Disabilities and Physical Handicaps _____

Forms for use in the Program for Students with Mental Retardation _____

Approved (date): _____

Signature _____

PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1055
(612) 827-2966

Section Two:

Program for Students with Learning Disabilities or Physical Handicaps

An Overview

I. Rationale for program

A. Students have a right to make decisions and plan their own lives.

B. Before students graduate from high school, they need to learn how to take charge of their lives.

C. Students need to learn how to communicate effectively with professionals.

II. Objectives for program

A. Students will take a more active role in planning for the future. (Session 1)

B. Students will describe the goals they need to set in order to obtain the lifestyle that they wish to have. (Session 2)

C. Students will be able to identify needed community resources. (Sessions 1 & 2)

D. Students will be able to identify their civil rights (P.L. 94-142 and Section 504) and relate these to their disabilities. (Session 2)

E. Students will be able to identify three different communication styles. (Session 3)

F. Students will be able to identify how feelings and attitudes affect the way they communicate. (Session 3)

III. Materials needed to present program

A. Overhead projector and screen

B. *Students in Transition Using Planning*/Overhead Transparencies*

C. Student Handouts

D. Trainer's Manual

** Some overhead transparencies are specific to Minnesota, but have been included in reduced print throughout the outline if you would like to adapt them for your use.*

Summary of Program Sessions

SESSION 1: Planning

I. Introduction

II. Future planning

III. Community Resources

IV. Goal Setting

SESSION 2: Disability Rights

I. Introduction

II. Human Rights

III. Civil Rights

SESSION 3: Self-Advocacy/Communication Skills

I. Introduction

II. Passive Communication

III. Aggressive Communication

IV. Assertive Communication

V. Communication Styles Role Plays

VI. Thought Processes

VII. Summary

Expanded Sessions Outline

Session 1: Planning

I. Introduction

A. Explain rationale for program to students, i.e. that:

1. Students have a right to make decisions and plan their own lives.

2. Before they graduate from high school, they need to learn how to take charge of their life.

3. Students need to learn how to communicate effectively with professionals.

B. Explain to the students what the three training sessions will cover.

1. Session one will focus on planning for the future and setting goals.

2. Session two will include information on human and civil rights and community resources.

3. In session three students will learn to identify passive, aggressive and assertive communication styles. They will also practice communication skills in role-play skits.

C. Identification Building

1. Trainer should describe a personal experience in being handicapped or having a son/daughter who is handicapped, emphasizing the systems they used during transition.

2. Have students introduce themselves.

II. Future Planning Activity

A. Complete Future Invention Activity with students using Future Invention Instructions (Manual Section Two, page 43) and Future Invention Scripts I and II (Manual Section Two, pages 44-47) (Overhead 1).

Overhead 1

FUTURE INVENTION
You are living in a:
Located in the:
You live with your:
As you think about the day ahead, you know you have to get up and go to:
You look forward to a fun weekend because you are going to:
You decide you are going to do this with a:
You stop for a minute because you only have so much money this month from:
You know each month you need at least:

B. Have students identify where they will be living in five years, what they will be doing during the day, and how much money they will need. (Overhead 1)

C. Ask the group or specific students where they will be living in two years, what they will be doing during the day, and how much money they will need. (Overhead 1)

III. Community Resources (This section can be addressed in either Session 1 or Session 2).

A. Ask the group or specific students what they will need to know or what resources they may need to use in order to achieve their desired goals.

B. Based on the discussion and students' questions, refer to student handouts that are applicable. (Manual Section Four). At this point, you may wish to assign handout materials as homework, or develop other structured activities for using the handouts,

i.e.:

1. Housing accessibility, subsidized housing, etc. (T21)

2. College financial aid (T5)

3. Transportation, driver's education (T8, T11, & T12)

C. Due to the importance of employment issues, emphasize the Division of Rehabilitation Services as an agency which students may need to use in vocational planning. Refer to handouts T1 & T2. (Overheads 2 & 3)

Overhead 2

Division of Rehabilitation Services (D.R.S.)

Eligibility:

1) physical or mental disability that results in

2) a handicap to employment

and

3) there must be reasonable expectation that services provided will result in employment

I.W.R.P.

Individual Written Rehabilitation Plan

PACER CENTER ©MN

Overhead 3

- ★ Resolves conflicts with DRS
- ★ Serves state-wide
- ★ Provided by Minnesota Disability Law Center

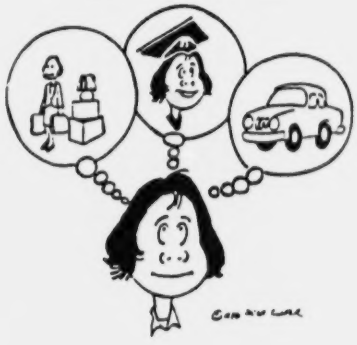
© PACER Center MN

IV. Goal Setting

A. Relate to planning activity, i.e. "daydreaming to goal setting." (Overhead 4)

Overhead 4

A GOAL IS A DREAM YOU PLAN FOR



1. Ask students if they have ever set any goal for themselves.
2. Ask how many students now have goals based on previous activity.
3. The trainer should provide a personal example of a dream they have but are not really planning to accomplish. (Example: I wanted to be a lawyer, but I am not willing to go to law school.)

B. Goals can be long term or short term (Overhead 5)

Overhead 5

1. Long term goals are the things you plan to accomplish in 3-5 years or after you graduate high school.
    a. Complete college, training program, vocational school, etc.
    b. Move out of my parents' home
    c. Work as a computer programmer
2. Short term goals are the little steps you take to meet your long term goal.
    a. Complete English class with at least a grade of B.
    b. Save $50 per month.
    c. Finish reading two books on computer programs.

C. Stating your goal (Overhead 6)

Overhead 6

STATING YOUR GOAL
•Specific
•Measurable
I want to move out of my parent's home
I plan on moving into my own place in September.

1. Goals should be specific so it is clear what you are talking about.

    a. I will live in an apartment with a roommate.

    b. I will graduate from high school in 1988, versus I'll get out of school someday.

2. Goals should be measurable so you know when you have accomplished them.

    a. I will move into my own place in September, versus maybe in the fall I'll move.

    b. I will save $50 a month for the deposit on an apartment, versus I am going to try to put some money aside.

D. What are the specific steps I have to take? (Overhead 7)

Overhead 7 WHAT ARE THE SPECIFIC STEPS I HAVE TO TAKE?

1. Figure out how much money I will need and where I will get it.
2. Get my supplies (furniture, kitchen utensils, sheets, etc.).
3. Decide where I want to live.
4. Check if transportation is available.
5. Identify someone with whom I may want to live.

E. Do I have a chance? (Overhead 8)

Overhead 8

1. What do I know about myself (personal characteristics)?

    a. I would rather have a new car and buy clothes than save money for an apartment.

    b. Living on my own is important to me, and I'm willing to give up other things.

2. The way the world works (reality):

    a. You need money to get an apartment.

    b. You need to be 18 to sign a lease.

    c. Some apartments are not physically accessible.

    d. You need a high school diploma or GED to go to college.

F. Do I really want it? It's okay to change your mind when setting goals. (Overhead 9)

G. Summarize

Session 2: Disability Rights

I. Introduction

A. Review first session's activities.

1. Identify specific goals that students have set.

2. Identify the information and assistance students may need to meet their goals.

3. Identify professionals with whom they may interact (vocational rehabilitation counselors, teachers, administrators, and employers).

B. Describe a situation where you have had a specific goal but someone tried to stop you, thus violating your rights. Examples:

1. Someone said, "A person with a disability like yours can't attend college."

2. The modification you need in order to take the course cannot be made.

C. Emphasize the importance of knowing your rights so others cannot take advantage of you and you can take charge of the kind of life you want to have.

D. Discuss the concept of *legal adult.*

1. It occurs when you turn 18. (Check to see if any students in the class are 18 or older.)

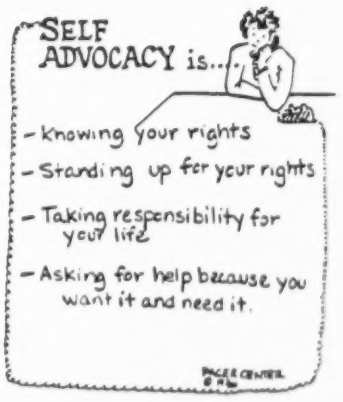
2. Prior to then students have few rights, and parents are legally responsible for decisions regarding education, financial matters, general care and welfare.

3. Discuss transition to this step as working side by side with parents.

4. At the age of 18, you represent yourself and parent consent is no longer required. You are able to vote, sign your own IEP and sign legal contracts.

E. Explain what students need to do to become self advocates. Refer to student handout T30. (Overhead 10)

Overhead 10


SELF ADVOCACY is...
- knowing your rights
- Standing up for your rights
- Taking responsibility for your life
- Asking for help because you want it and need it.

1. Know your rights.
2. Stand up for your rights.
3. Take responsibility for your life.
4. Ask for help because you want it or need it.

II. Human Rights

A. Ask students how they want other people to treat them.

1. They want to be treated with respect.
2. They want to be listened to.
3. They want people to take their feelings into consideration.

B. Discuss the concept of human rights (Overhead 11)

Overhead 11

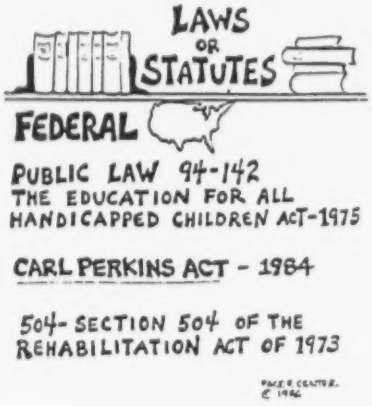
I HAVE THE RIGHT TO...
- be listened to and taken seriously
- have my own feelings and ideas
- be treated with respect
- make mistakes
- express my opinions and feelings in ways that respect the dignity of others
- request help & assistance when needed
- refuse an inappropriate request
I HAVE A RIGHT TO ALL OF THE ABOVE WITHOUT FEELING GUILTY OR APOLOGIZING

1. Human rights are a value and a belief that all people should be treated with dignity regardless of age, race, sex, religion or handicap.

2. Human rights are something you are born with and are not based on becoming an adult.

III. Civil Rights (Overhead 12)

Overhead 12



A. Civil rights are based on specific <u>laws</u> about how people are to be treated.

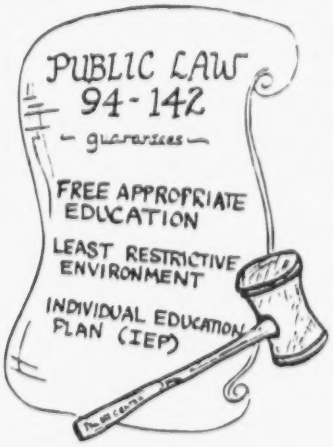
1. People cannot be denied a job or fired from a job solely because of sex, race, religion, handicap or age.

2. Everyone has a right to a free education.

3. Ask students to identify additional rights that they have.

B. The Education for All Handicapped Children's Act Public Law 94-142. (Overhead 13)

Overhead 13



1. A free and appropriate education must be available for all students, ages 3-21 or until they have graduated from high school regardless of the severity of their handicap. (Provide examples of situations in which students have not received an appropriate education.)

2. Students are to receive special services when needed.

    a. Ask students about special education services they are receiving.

    b. Provide specific examples of special education programs.

3. An Individual Education Plan (IEP) is a written plan prepared by the school, your parents and you so the special services you need are provided.

    a. Ask students about their involvement in their IEP development.

    b. Emphasize the importance of their participating, otherwise people will plan their lives without their input. (Refer to student handout T14)

4. Students must be able to go to school with their nonhandicapped peers, not be sent to special schools or classes for the disabled only. This is called least restrictive environment. Relate this to the segregation of minorities, Brown vs. Board of Education decision.

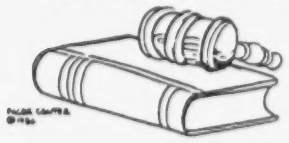
C. Carl Perkins Vocational Education Act. Refer to student handout T16. (Overhead 14)

Overhead 14

Vocational Education
Carl PerKins Act

1) Parents must be informed of vocational education opportunities by 9th grade

2) Handicapped student shall receive:
    a) vocational assessment
    b) special services
    c) career & transition counseling



1. The act is related to vocational training programs in which students may want to enroll.

2. Students with a disability and their families should receive information from the school about the vocational training that is available.

3. When a student registers for vocational classes, he or she should receive:

    a. An assessment of interests and abilities.

    b. Special services to help with classes (taped texts, untimed tests, oral tests).

    c. Career counselling.

4. All these services should be planned for during the IEP meeting. If a student would like to take vocational training, a vocational assessment is the first place to start.

D. Section 504 - The Rehabilitation Act of 1975. (Student handout T4)

1. 504 is a civil rights law for people with disabilities. (Overhead 15)

Overhead 15

SECTION 504 of the Rehabilitation Act of 1973

"no otherwise qualified handicapped individual in the United States ... shall solely by reason of his handicap, be excluded from participation in be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance."

2. 504 provides protection for people with disabilities in the areas of:

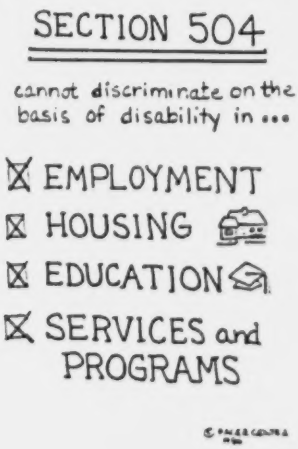
    a. Employment

    b. Housing

    c. Education

d. Programs and services (Overhead 16)

Overhead 16



3. Section 504 relates to post secondary education programs such as vocational schools, colleges, etc.

    a. Students may receive accommodations such as untimed tests, readers, interpreters, etc. (Refer to student handout T9)

    b. Classrooms must be physically accessible.

    c. College entrance tests such as the ACT or SAT are to be given in a nondiscriminatory way. (Refer to student handout T10)

    d. Trainer should provide an example of a case relating to Section 504 in a post-secondary training program.

4. Before going to a college, university or vocational technical institute, the student should do the following:

    a. Contact the special needs coordinator or 504 coordinator at the school, probably during the junior or senior year.

    b. Have a good understanding of what their disability is and what problems it might cause while at the school.

    c. Have a written report from the high school about their disability.

    d. Learn how to get around their disability by using accommodations such as taped texts, readers, word processors, etc.

    e. Trainer should describe a personal example or case relating to planning for college.

E. Summarize

Session 3: Self Advocacy/Communication Skills

I. Introduction

A. Review second session activities

1. Specific rights that students have--PL 94-142, Section 504, Carl Perkins.

2. Emphasize importance of being aware of their own rights in employment and educational setting.

3. Review the concept of self advocate.

B. When meeting with other people, particularly an employer, vocational rehabilitation counselor, high school administrator or teacher, it is important for the students to be aware of the impression they make.

1. Are they angry and hostile?

2. Are they unsure of themselves and shy?

3. Are they confident and self assured?

C. The way they communicate feelings and ideas often influences how other people will respond to them.

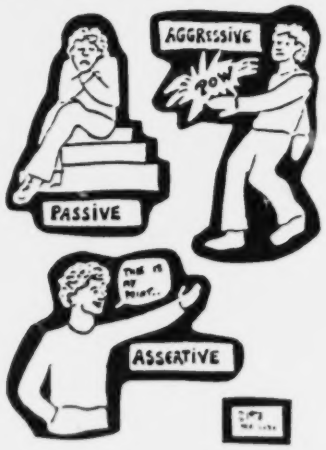
1. If they are hostile, others may be defensive or avoid them.

2. If they are unsure of themselves, others may make all the decisions for them.

3. If they are confident and self assured, others will respect them.

D. Introduce communication styles (Overhead 17) (Definitions, Manual Section Five)

Overhead 17



1. Passive
2. Aggressive
3. Assertive

II. Passive Communication

A. The trainers should read "Class Scheduling" Script 1A to the students and then ask the students the following questions:

1. Was Mary able to meet her needs?
2. What kind of impression does Mary make when she meets other people?
3. Is this how you might respond if you were in a similar situation?

B. Discuss the definition of passive behavior (Overhead 18).

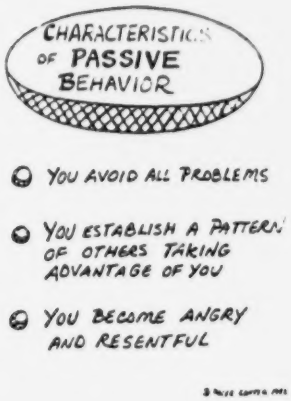
Overhead 18

ALLOWING OTHER PEOPLE TO TREAT YOU, YOUR THOUGHTS AND FEELINGS IN WHAT EVER WAY THEY WANT, WITHOUT YOUR EXPRESSION

1. People don't try to get their needs met.
2. They allow others to decide what their needs are.

C. Discuss the characteristics of someone who has a passive communication style (Overhead 19).

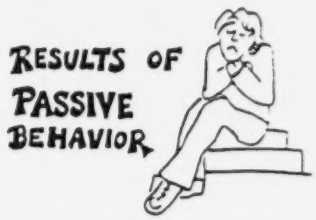
Overhead 19


CHARACTERISTICS OF PASSIVE BEHAVIOR
YOU AVOID ALL PROBLEMS
YOU ESTABLISH A PATTERN OF OTHERS TAKING ADVANTAGE OF YOU
YOU BECOME ANGRY AND RESENTFUL

1. Avoids dealing with problems by agreeing
2. Lets other people take advantage of him or her
3. Becomes angry and resentful
4. Ask students about the long-term effects of being passive.

D. Results of passive behavior (Overhead 20)

Overhead 20



1. People feel powerless, not in control of their life.
2. They waste time by not taking charge of things.
3. They don't get their needs met.

E. Personal example--ask students about a situation when they let others make their decision.

1. Relate this to IEP meetings that students have attended.

2. The trainer should discuss a personal situation where they behaved passively.

III. Aggressive Communication Style

A. Trainers should read "Class Scheduling" Script 1B and ask the students the following questions:

1. Was Mary able to meet her needs?

2. What kind of impression might Mary make when she meets other people?

3. Is this how you might respond in a similar situation?

B. Discuss definition of aggressive behavior (Overhead 21)

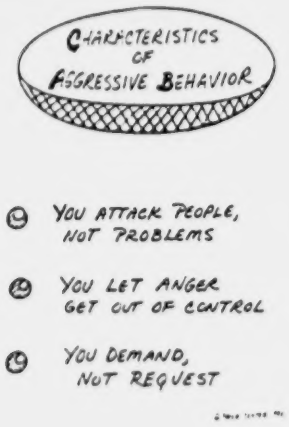
Overhead 21

1. The person insists on getting his/her needs met.

2. He or she doesn't respect others and violates their rights.

C. Discuss characteristics of someone with an aggressive communication style (Overhead 22)

Overhead 22


CHARACTERISTICS OF AGGRESSIVE BEHAVIOR
YOU ATTACK PEOPLE, NOT PROBLEMS
YOU LET ANGER GET OUT OF CONTROL
YOU DEMAND, NOT REQUEST

1. They attack people.
2. Their anger controls them and they make poor decisions.
3. They demand things, not request them.
4. Ask students about the long-term effects of aggressive behavior.

D. Results of aggressive behavior (Overhead 23)

Overhead 23

1. The person gets temporary satisfaction and enjoyment.
2. He or she offends others.
3. He or she develop a bad reputation and others fear and want to avoid him or her.

E. Personal example--ask students about a situation in which they let their anger control them and were aggressive.

1. Relate this to how they interact with their brothers or sisters.

2. The trainer should discuss a personal situation where he or she behaved aggressively.

IV. Assertive Communication

A. Trainers should read "Class Scheduling" Script 1C and ask students the following question:

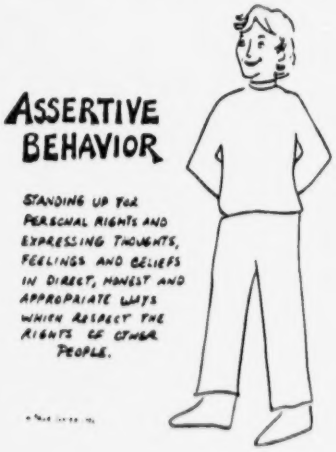
1. Was Mary able to get her needs met?

2. What kind of impression might Mary make when she meets people?

3. Is this how you might respond in similar situations?

B. Discuss the definition of assertive behavior (Overhead 24)

Overhead 24

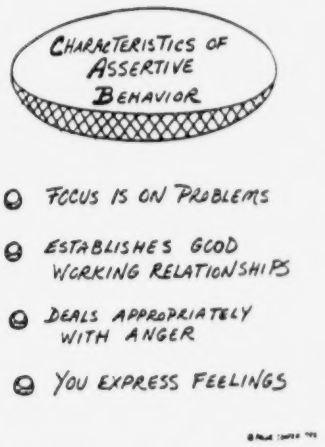

ASSERTIVE BEHAVIOR
STANDING UP FOR PERSONAL RIGHTS AND EXPRESSING THOUGHTS, FEELINGS AND BELIEFS IN DIRECT, HONEST AND APPROPRIATE WAYS WHICH RESPECT THE RIGHTS OF OTHER PEOPLE.

1. People stand up for what they believe--they advocate for themselves.

2. They respect the rights of others.

C. Discuss the characteristics of an assertive communication style (Overhead 25).

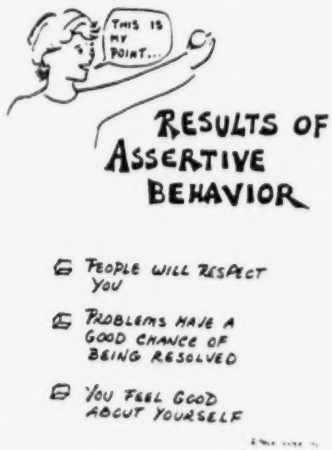
Overhead 25



1. People who are assertive focus on the problem and on a direct and honest approach.
2. They establish good working relationships.
3. They avoid name calling and deal with their anger appropriately.
4. They express their feelings.
5. Ask students about the long-term effect for someone with an assertive communication style.

D. Results of assertive behavior (Overhead 26)

Overhead 26


THIS IS MY POINT...
RESULTS OF ASSERTIVE BEHAVIOR
PEOPLE WILL RESPECT YOU
PROBLEMS HAVE A GOOD CHANCE OF BEING RESOLVED
YOU FEEL GOOD ABOUT YOURSELF

1. Others will respect people who are assertive but may not always like them.

2. Assertive people are more likely to work out their problems and get their needs met.

3. They feel good about themselves.

E. Personal example

1. Ask students about a situation in which they were assertive.

2. Trainer should discuss a personal example of a situation in which he or she was assertive.

V. Communication Styles Role Plays

A. Trainer should read "Moving Out" Script 2 and ask the students the following questions:

1. What is the communication style?

2. Discuss what made it a passive style.

a. Backed off from expression of needs/wants

b. Was not clear about her feelings

3. Might they or anyone they know have this type of conversation?

4. Ask students for strategies she might use next time when talking with her parents.

a. Have information about the cost of an apartment.

b. Review safety features

c. Not get trapped by guilt

B. Trainers should read "DRS Interview" Script 3 and ask students the following questions:

1. What is the communication style?

2. Discuss what made this an assertive communication style.

a. Stuck to his requests

b. Did not let anger control him

3. If a professional tried to talk them out of what they want to do, how would they respond?

    a. They would listen but stick to their request.

    b. They would not get into a power struggle.

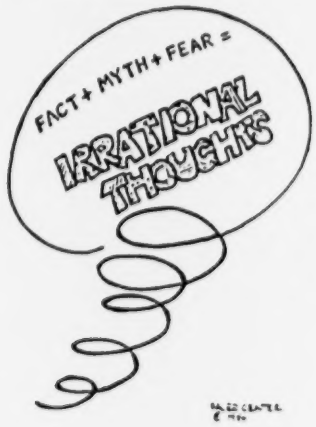
    c. They would have all the facts.

4. Discuss the need to be prepared and to practice before talking to professionals.

VI. Thought Processes

A. Irrational thoughts: (Overhead 27)

Overhead 27



1. Are a distortion of a fact.

2. Influence our behavior.

B. Irrational thoughts affect the way we communicate

1. (Overhead 28)

Overhead 28

I must be loved by everyone at all times...
Smother me with praise! I Love it!
BRAVO!
Always a delight!
You're the greatest
Magnificent

Fact: Some people will like me, some people won't.

Myth: If I am really nice, everyone will like me.

Fear: No one could like me; therefore,

a. I always try to please others.

b. I don't say things that make others angry.

c. I wouldn't disagree with other people.

d. Ask students if they believe no one will ever like them no matter how hard they try.

2. (Overhead 29)

Overhead 29

Fact: Some things are hard for me.

Myth: I'm no good at anything.

Fear: No matter how hard I try, I'll fail; therefore,

a. I don't try new things.

b. If I do try, I'll fail.

c. My life will be limited.

3. (Overhead 30)

Overhead 30

Fact: I have needs.

Myth: My needs are not as important as other people's needs.

Fear: If I let people know what my needs are, they will reject me; therefore,

a. I always do what others want no matter how I feel.

b. I cannot ask for help because I should do it myself.

c. No matter how I feel I never let anyone know.

4. (Overhead 31)

Overhead 31

Fact: I make decisions which affect my life

Myth: Other people run my life and make all the decisions.

Fear: I might make the wrong decision; therefore,

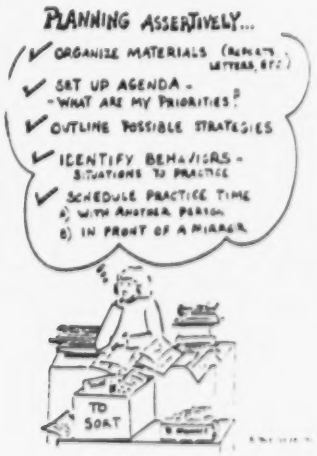
a. I let others make decisions for me.

b. I avoid making decisions.

c. I don't take charge of my life.

C. Planning Assertively (Overhead 32)

Overhead 32



1. Identify agenda: What do I want to accomplish?
2. Establish priorties: What steps do I need to take?
3. Organize materials (application forms,school records, test result, etc.)
4. Plan what to say.
5. Plan how to act.
6. Schedule practice time.

VII. Summary

A. Review sessions

1. Planning
2. Rights
3. Self advocacy

B. Urge students to read the information and handouts in packets. Review some of the material provided to the students.

An Outline Addendum for Students with Learning Disabilities

In order for students to become self advocates they need to be knowledgeable about their disability. Without this information they may be unable to obtain the support and accommodations they will need to be successful in either employment or post-secondary education.

In conducting the student training program, PACER has found that many students have, at best, a superficial understanding of what a learning disability (LD) is and how it affects their everyday life.

Undoubtedly, students will encounter professionals (doctors, lawyers, therapists, vocational counselors) who are unable to provide appropriate service due to their lack of knowledge about learning disabilities. This situation, which is quite common, points to the need for students to have a comprehensive understanding of their disability so they are able to educate others about the disability when necessary.

The purpose of this session is to provide students with an understanding of what a learning disability is and clarify some of the misconceptions students may have about their own learning disability.

This session has been designed on the assumption that the trainer has experience in the area of learning disabilities and can easily discuss with students any questions or concerns they may have about their learning disabilities. We have found that students are much more receptive to the material in this session when the session includes personal examples from an adult with a learning disability. Therefore, we recommend that this session include a co-trainer who has a learning disability, and if possible, that the co-trainer present the majority of the information on behavioral characteristics.

The concept of learning disabilities has been simplified to some degree for this session. However, the session provides a basic explanation of learning disabilities consistent with the view that it is a central nervous system disorder that constitutes a lifelong disability.

This session also includes information on attention deficit disorder (ADD). While in many school situations, students with ADD have been classified as LD, it is important that ADD be recognized and discussed with students as a separate and distinct disability which may or may not co-exist with a learning disability.

As much as possible, this session should involve discussion and interaction among the students and with the trainers. The outline provided identifies the major points to be covered with students. The trainer should tailor the style of delivery and add any specific information based on the needs of the individual students.

I. Introduction

A. Stimulate discussion with students by asking the following questions:

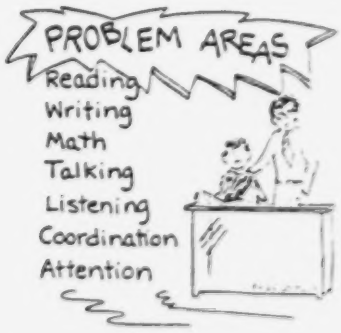
1. Why are you enrolled in this class? (i.e. a special education class)
2. What kinds of problems do you have doing school work?
3. How long have you had these problems?
4. When did you first start to get special help in school?
5. Why do you have these problems?
6. Has anyone told you that you have a learning disability or that you are hyperactive or have an attention disorder?
7. What is a learning disability, hyperactivity and attention disorder?
8. Have you received special testing for a learning disability or an attention disorder?

B. Clarify for students any misconceptions they have about their enrollment in special education.

1. Why they are in this class
2. Students in special education who are learning disabled have average to above average intellect.
3. Your role as a special education teacher
4. How students get into special education

II. Problem Areas (Overhead 40)

Overhead 40



A. Reading

1. Decoding (sounding out words)
2. Comprehension (understanding what is read)

B. Writing

1. Spelling
2. Mechanics (grammar and punctuation)
3. Organization

C. Math

1. Computation
2. Reasoning (understanding the process)

D. Talking

1. Articulation (pronouncing the words correctly)
2. Expression (explaining ideas and concepts)

E. Listening

1. Auditory Reception (hearing the words correctly)
2. Auditory Comprehension (understanding the meaning)

F. Coordination

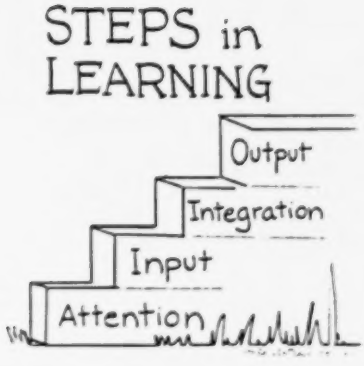
1. Fine Motor Skills
2. Balance

G. Attention

1. Concentration
2. Impulsivity
3. Hyperactivity

III. Steps in Learning (Overhead 41)

Overhead 41



A. Attention: people must attend to what information is to be learned.

B. Input: information coming into the brain from the senses needs to be (recorded) processed accurately.

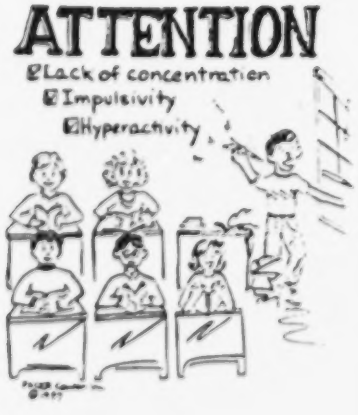
C. Integration: information has to be remembered, organized and understood.

D. Output: the information learned needs to be communicated so learner can show what he or she knows.

IV. Behavior

A. Attention: difficulty focusing on or staying interested in an activity long enough to learn (Overhead 42)

Overhead 42



1. Attention

    a. Concentrating for long periods of time

    b. Staying interested in what needs to be learned

2. Impulsivity

    a. Making decisions on the spur of the moment versus decisions/actions that are well thought out

    b. Organizing what needs to be learned

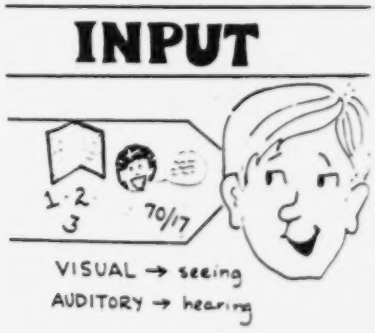
3. Hyperactivity

    a. Moving around--restless, fidgety

    b. Going from one activity to another

B. Input: difficulty accurately recording (processing) information coming into the brain from the senses (Overhead 43)

Overhead 43



1. Auditory processing

    a. Confusing words which sound similar 70/17

    b. Following a conversation in a group

    c. Understanding people who talk too fast

    d. Understanding instructions or directions

2. Visual processing:

    a. Mixing up letters and numbers

    b. Leaving words out or dropping ending off of words when reading

    c. Missing mistakes when proof reading papers (spelling, mechanics, word endings)

C. Integration: difficulty remembering, understanding and organizing information (Overhead 44)

Overhead 44

1. Memory

    a. Remembering what has been said by others

        1) Phone numbers, addresses, dates

        2) Multi-step directions, assignments, schedules, conversation, jokes, stories

    b. Remembering what has been seen

        1) Phone numbers, addresses

        2) Multi-step directions, recipes

        3) Pictures, diagrams, bus schedules

2. Sequencing

    a. Mixing up the order of the days of the week or months in a year

    b. Mixing up telephone numbers and addresses

c. Confusing the order of events in a story, or experience (what happened first, second, etc.)

d. Counting

3. Abstraction

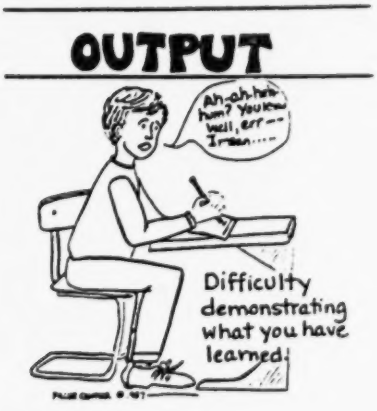
a. Comprehending what is read

b. Understanding math concept (i.e. long division)

c. Understanding what people mean when they tell others something

D. Output: difficulties demonstrating what has been learned (Overhead 45)

Overhead 45



1. Language

a. Finding words needed to verbally express an idea, describe an experience and present information

b. Pronouncing words

c. Explaining ideas or experiences in an organized way when talking

d. Knowing what words to use when writing and how to spell them

e. Expressing ideas and experiences in an organized and complete manner in writing

f. Using the mechanics of writing

2. Motor

    a. Printing and writing clearly (handwriting)

    b. Copying information

    c. Coordinating movement

V. Summary

A. Review definition of LD and ADD and additional points

1. Results of a neurological problem
2. Occurs in individual with average to above average intelligence
3. Is not caused by problem with the ears and eyes, or poor education, or emotional problems or mental retardation
4. Causes difficulty with many academic skills
5. Runs in family and may be genetic in some cases
6. Occurs more often in boys than girls
7. Not uncommon

B. Discuss student handouts

1. *Division of Rehabilitation Services* (T2)
2. *Resources for Students with Learning Disabilities* (T13)
3. *People in Transition - A College Student* (T14)
4. *Getting a Job* (T15)

Future Invention Instructions

The objective of this activity is to focus students' thinking on their future through the use of fantasy. The Future Invention Worksheet is designed to focus on five, three and one year projections. The appropriate years should be added to the worksheet. In order to orient the students in the future, begin by asking them how old they will be in five years. Next, ask students to close their eyes and fantasize about what their life will be like in 199_ as the trainer reads Future Invention Script I. The atmosphere should be relaxed and comfortable during the fantasy.

After completing Future Invention Script I, ask students to record their responses to the fantasy on the worksheet. A detailed recording is not necessary--just enough information so that the students can remember their fantasy. Repeat the process using Future Invention Script II.

Next, have the students record where they expect to be within the next year. The trainer should then discuss with the students the changes that they expect to occur in their lives over the next five years, and what resources they will need to get from the present to their desired future.

If students have a disability which impairs their ability to write their responses, you may wish to use the pictorial worksheet. Responses can simply be circled by the student or marked by an assistant. A separate worksheet can be completed for each of the three years projected in the fantasy. Samples of the worksheets are included here for your reference.

Future Invention
SCRIPT I

You have just awoken to the radio blaring "Good morning on this cold January morning. We have just reached an all time low of 23 below. Looks like (insert year 5 years from now) is going to be cold one." You manage to turn down the bad news and open your eyes.

You are living in a:

- house
- apartment
- group home

Located in the:

- city
- country
- suburbs

You live with your:

- parents
- friends
- husband/wife
- kids
- alone

As you think about the day ahead, you know you have to get up and go to:

- work
- school
- volunteer work
- your training program
- hang around

You look forward to a fun weekend because you are going to:

- go skiing
- go to a concert
- watch television
- go to a movie
- go camping
- go shopping

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

You stop for a minute because you only have so much money this month from:

SSI
parent
work
loan/grant

You know each month you need at least:

$100.00
$250.00
$300.00
$500.00
$1,000.00

On that thought you know you have to get going, no matter how cold.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417 (612) 827-2966.

Future Invention
SCRIPT II

You have just awoken to the warm sunshine on your face. You turn to check the time and it is only 5:30 in the morning and the sun is out. It looks like (insert year 3 years from now) is going to have a great spring. As you look around your sun-filled room...

You are living in a:

- house
- apartment
- group home

Located in the:

- city
- country
- suburbs

You live with your:

- parents
- friends
- husband/wife
- kids
- alone

As you think about the day ahead, you know you have to get up and go to:

- work
- school
- volunteer work
- your training program
- hang around

You look forward to a fun weekend because you are going to:

- go skiing
- go to a concert
- watch television
- go to a movie
- go camping
- go shopping

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

You stop for a minute because you only have so much money this month from:

SSI
parent
work
loan/grant

You know each month you need at least:

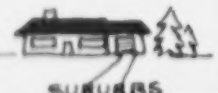
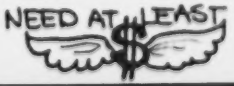
$100.00
$250.00
$300.00
$500.00
$1,000.00

On that thought you know you have to get going. After all, who wants to stay in bed on a warm, sunny spring day?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417 (612) 827-2966

Future Invention Worksheet 19__

© PACER CENTER, INC. 1987
4826 Chicago Av. So., Mpls. MN 55417 - 827-2966

YOU ARE LIVING IN A:	HOUSE	APARTMENT	GROUP HOME			
LOCATED IN THE:	CITY	COUNTRY	 SUBURBS			
YOU LIVE WITH YOUR:	PARENTS	FRIENDS	ALONE	WIFE / HUSBAND	KIDS	
AS YOU THINK ABOUT THE DAY AHEAD, YOU KNOW YOU HAVE TO GET UP AND GO TO:	WORK	SCHOOL	VOLUNTEER	TRAINING	HANGING AROUND	
YOU LOOK FORWARD TO A FUN WEEKEND BECAUSE YOU ARE GOING TO:	CONCERT	WATCH T.V.	MOVIE GO TO A MOVIE	GO CAMPING	GO SHOPPING	
YOU DECIDE YOU ARE GOING TO DO THIS WITH A:	FRIENDS	WIFE / HUSBAND	PARENTS	BROTHER / SISTER	GIRL/BOYFRIEND	KIDS
YOU STOP FOR A MINUTE BECAUSE YOU ONLY HAVE SO MUCH MONEY THIS MONTH FROM: $	SUPPLEMENTARY SECURITY INSURANCE	PARENTS	WORK	LOAN / GRANT		
YOU KNOW EACH MONTH YOU NEED AT LEAST 	$100.00	$250.00	$300.00	$500.00	$1,000.00	

Future Invention Worksheet

YOU ARE LIVING IN A:			
LOCATED IN THE:			
YOU LIVE WITH YOUR:			
AS YOU THINK ABOUT THE DAY AHEAD, YOU KNOW YOU HAVE TO GET UP AND GO TO:			
YOU LOOK FORWARD TO A FUN WEEKEND BECAUSE YOU ARE GOING TO:			
YOU DECIDE YOU ARE GOING TO DO THIS WITH A:			
YOU STOP FOR A MINUTE BECAUSE YOU ONLY HAVE SO MUCH MONEY THIS MONTH FROM:			
YOU KNOW EACH MONTH YOU NEED AT LEAST:			

(C) 1987 - PACER Center, Inc., 4826 Chicago Ave., Mpls., MN 55417, (612) 827-2966 TTY & Voice

Section Three:

Program for Students with Mental Retardation

An Overview

I. Rationale for Program

A. Students have a right to make decisions and plan their own lives.

B. Students need to learn how to take charge of their own lives.

C. Students need to learn how to communicate effectively with professionals to insure that their needs will be met.

II. Objectives for Program

A. Students will think about their future, specifically what they want their lives to be like after high school.

B. Students will identify changes that may occur in their lives between now and when they are out of high school.

C. Students will identify professionals who can assist them in making changes in their lives.

D. Students will identify passive, aggressive and assertive communication styles.

E. Students will identify the assertive communication style as being the one most effective in insuring that their needs will be met.

III. Materials Needed for Program

A. Overhead projector and screen.

B. *Students in Transition Using Planning*/Overhead Transparencies.

C. Student Handouts.

D. Trainer's Manual.

Summary of Program Sessions

Session 1

I. Rationale

II. Future Planning

III. Communication Styles

IV. Summary

V. Introduce Handouts

Session 2

I. Introduction

II. Employment

Session 3

I. Review Sessions One and Two

II. Independent Living

III. Summary

Expanded Sessions Outline

Session 1

I. Explain Rationale for Program

A. Students have a right to make decisions and plan their own lives.

B. Before students graduate from high school, they need to learn how to take charge of their lives.

1. Parents have made decisions.

2. Teachers/counselors have made decisions.

3. As adults, they need to learn to take charge.

C. They will need to learn to talk with professionals to get the help they need.

1. There are different communication styles.

2. Some ways of asking for help are more useful than others.

II. Future Planning

A. Have students respond to the following questions:

1. Where are you living now?

2 Whom do you live with now?

3. Where do you get money to live?

4. Do you have a job?

B. Have students identify how many years of high school they have left, and what their age will be when they get out of school.

C. Elicit discussion from students on whether they think their lives will be the same or will change when they get out of school.

D. Using Future Invention Worksheet and Overhead 33 (...After High School..). Have students identify what they want their lives to be like after high school. (Future Invention Instructions and Worksheet, Section Three, pages 62 and insert)

Overhead 33

...After High School...
You are living in a
In the
Who do you want to live with?
What do you want to do during the day?
What do you want to do for fun?
Who do you want to do it with?
Where will you get the money to live on?
How much money will you need?

1. Read aloud each question and the responses on the worksheet.
2. Provide marking assistance if necessary.
3. Ask if students have other choices that are not on the worksheet.

E. Compare responses with students' previous statements of where they are now.

F. Help students identify specific changes they want to occur.

1. Family home to apartment
2. School to job
3. Parental support to own income

G. Help students identify people who may be able to help them make these changes.

1. Parents/family
2. School personnel
3. Rehabilitation counselor
4. Social worker

III. Introduce Communication Styles.

A. When students meet with other people, particularly an employer, vocational rehabilitation counselor, high school administrator or teacher, it is important to be aware of the impression they make.

1. Are they angry and hostile?
2. Are they unsure of themselves and shy?

3. Are they confident and self assured?

B. The way they communicate their feelings and ideas often influences how other people respond to them.

1. If they are hostile, others may be defensive or avoid them.

2. If they are unsure of themselves, others may make all the decisions for them.

3. If they are confident and self assured, others will respect them.

C. Using Overhead 34, introduce terms, body language and voice tone associated with each style. [(Resource information: Communication Styles Definitions (Manual Section Five), and student handout T35)]

Overhead 34

D. Using "IEP Meeting" Script 7A, demonstrate the passive style, and ask the students the following questions:

1. What is the communication style?

2. Discuss what made it a passive style.

a. Body language

b. Voice tone

c. Backed off from expression of needs or wants

d. Was not clear about feelings and ideas

3. Ask students for other examples of this type of conversation.

E. Using "IEP Meeting" Script 7B, demonstrate the aggressive style, and ask the students the following questions:

1. What is the communication style?
2. Discuss what made it an aggressive style.
    a. Body language
    b. Voice tone
    c. Controlled by feelings
    d. Said what she wanted but didn't get her needs met

F. Using "IEP Meeting" Script 7C, demonstrate assertive style, and ask the students the following questions:

1. What is the communication style?
2. Discuss what made it the assertive style.
    a. She said what her wants and needs were.
    b. She asked questions when she didn't understand.
    c. She got what she needed.

IV. Summarize

A. Importance of planning for the future

B. Need to learn how to express ideas and feelings

C. Second session will cover communicating with an employer and DRS counselor.

V. Introduce Handouts in Student Packet. (T35, T36, T37)

A. *Self Advocacy* tells about communication styles. (T35)

B. *Division of Rehabilitation Services* tells about getting help with planning for a job. (T36)

C. *Social Work Services* tells about getting help to plan for living independently. (T37)

Session 2

I. Review Session 1.

A. Review importance of planning for the future (Overhead 33).

Overhead 33

...AFTER HIGH SCHOOL...
You are living in a:
In the:
Who do you want to live with?
What do you want to do during the day?
What do you want to do for fun?
Who do you want to do it with?
Where will you get the money to live on?
How much money will you need?

B. Identify people who can help in planning.

C. Review "IEP Meeting" Scripts 7 A-C.

1. Who did she need help from?
2. How did she ask for help?
3. Can they remember the communication styles? (Resources: Overheads 34 through 37, student handout T35, Communication Styles Definitions, Manual Section Five).

Overhead 34

Overhead 35

Overhead 36

Overhead 37

4. Which way is most useful? Why?

II. Introduce planning for employment. Relate back to the Future Invention Worksheet.

A. Students will need jobs.

1. Who is working now?

2. Who is planning on having a job after high school?

B. Discuss Division of Rehabilitation Services as an agency that helps people with disabilities get jobs. (Resource handouts for trainers, T1 and T2; student handout T36, Overhead 38)

Overhead 38

1. Who has a DRS counselor? How is your counselor helping you?

2. Give name/business card, etc. of rehabilitation counselor who serves the school.

3. Discuss with students why they will need to be able to talk with a rehabilitation counselor. Student handout T36 can be read with students in class or assigned as supplementary activity. Students may need:

    a. Help in knowing what they're good at.

    b. Help with getting training.

    c. Help in filling out applications and setting up interviews.

C. Using "DRS Application Interview" Scripts 8 A-C, demonstrate the communication styles.

1. Demonstrate passive, aggressive and assertive styles.

2. After each script, have students identify the style, characteristics and results as in Session 1.

D. Using "Job Interview" Scripts 6 A-D, ask students to role play an interview with an employer using passive, aggressive and assertive styles.

1. Students may need help reading or being coached through the scripts.

2. Students may play role of employer and the employee.

3. Ask students to demonstrate the body language for each communication style.

4. Ask students to demonstrate voice inflections for each style.

5. Ask students to describe characteristics and results of each communication style demonstrated.

6. Ask students to suggest other ways of responding in the interview situation.

E. Summarize:

1. Importance of planning for the future

2. Need to learn how to express ideas and feelings

3. Session 3 will focus on practicing communication skills and getting help from a social worker.

Session 3

I. Review Sessions 1 and 2

A. Importance of planning for the future

B. Review the kinds of people who can help in planning for the future.

1. Parents, school teachers, counselors

2. DRS Counselor

C. Review communication skills in employment situations.

1. Asking DRS counselor for help

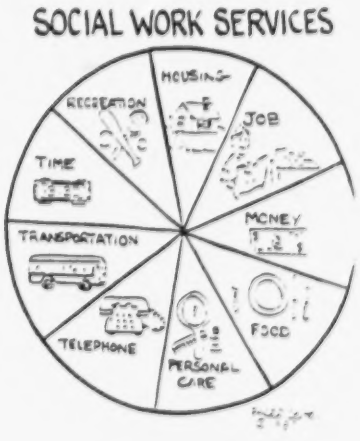
2. Explaining need for help to an employer

II. Introduce planning for living independently.

A. Social workers are people who can help to plan for life after high school. (Resource information for trainers, T27, 32 - Appendix) (student handout T37)

B. Using Overhead 39, Social Work Services, identify types of services that social workers can provide. Focus on the services outlined in the student handout T37.

Overhead 39



C. Using trainer resource handout T27 (Appendix) for background information, discuss housing options. Relate to future planning exercise question, "Where do you want to live after high school?"

1. With your family

    a. Parents

    b. Brother/sister

    c. Foster parents

2. In an apartment or house

    a. Alone

    b. With a friend

3. In an apartment program [Semi-independent Living Services (SILS)]

    a. With special training

    b. Ongoing support but not daily

    c. With a roommate

4. In a group home [Intermediate Care Facility for Mentally Retarded (ICF/MR)]

    a. 24 hour care

    b. With other residents

D. Using student resource handout T37 as a worksheet, ask students to identify what things they will need help with in planning for the future.

1. Read through handout with students

2. As you read through each section, ask students to circle the picture if they will need help with that item, i.e. house for finding a place to live, dishes for learning homemaking skills, etc.

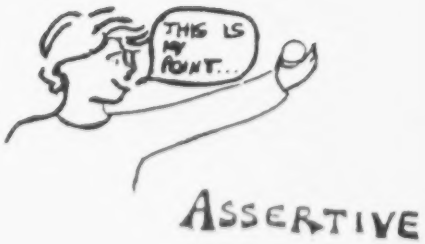
E. Review communication styles: (Trainer reference: Communication Style Definitions, Manual Section Five). Using Overheads 34-37, ask students to identify definitions, characteristics, and results of each communication style.

Overhead 34

Overhead 35

Overhead 36

Overhead 37



For example:

1. What did we say assertive means?
2. How does a passive person act?
3. What happens to you when you let someone else take charge?
4. What kind of voice do you use when you're aggressive?

F. Practice communication skills with the students.

1. Trainer role plays social worker and interviews each student or selected students.
2. Co-trainer may prompt or assist students with their responses as they are interviewed.

3. Ask students questions to enable them to express the kinds of help they will need. Student can refer to the worksheet for their responses.

    a. Where do they plan to live?

    b. How will they get to work?

    c. Can they use the telephone to call for a job interview?

4. Ask students who are observing to identify the communication style used.

    a. Was he/she assertive, passive or aggressive?

    b. What was the body language and tone of voice?

    c. Will the person get what he/she needs?

    d. What could he/she say differently that would be more useful?

III. Briefly summarize

A. Need to plan for the future

B. Need to know where to get help

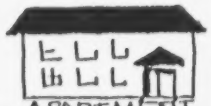
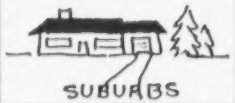
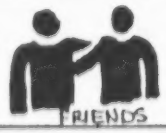
C. Need to know the most useful way to ask for help

Future Invention Instructions

The objective of the activity is to focus students on the future one year after high school. While the Future Invention exercise for students with physical handicaps and learning disabilities utilizes a fantasy script and long range projections, the exercise for students with mental retardation requires students to respond to specific questions that relate to a one year time period. Students mark their responses on a pictorial worksheet. The trainer outline details further the use of the Future Invention Worksheet. A sample of the worksheet is included here for your reference.

Future Invention Worksheet 19__

© PACER CENTER, INC. 1987
4826 Chicago Av. So., Mpls. MN 55417 - 827-2966

YOU ARE LIVING IN A:	HOUSE	 APARTMENT	GROUP HOME			
IN THE:	CITY	COUNTRY	 SUBURBS			
WHO DO YOU WANT TO LIVE WITH?	PARENTS	FRIENDS	WIFE / HUSBAND	ALONE		
WHAT DO YOU WANT TO DO DURING THE DAY?	WORK	SCHOOL	TRAINING	HANGING AROUND		
WHAT DO YOU WANT TO DO FOR FUN?	WATCH T.V.	GO TO A MOVIE	GO CAMPING	GO SHOPPING	SPORTS	
WHO DO YOU WANT TO DO IT WITH?	 FRIENDS	WIFE / HUSBAND	PARENTS	GIRL/BOYFRIEND		
WHERE WILL YOU GET MONEY TO LIVE ON?	SUPPLEMENTARY SECURITY INSURANCE	PARENTS	WORK			
HOW MUCH MONEY WILL YOU NEED?	$100.00	$300.00	$1,000.00			

SELF ADVOCACY is...

- Knowing your rights
- Standing up for your rights
- Taking responsibility for your life
- Asking for help because you want it and need it.

PACER CENTER
© 1986

SELF-ADVOCACY

WHAT IS A SELF-ADVOCATE?

A self-advocate is a person who tries to get what he or she needs. If a self-advocate needs a place to live, food, or a job, that person will call, write, or talk to people to try and get those things.

DOES A SELF-ADVOCATE NEED HELP FROM OTHER PEOPLE?

Yes, sometimes. They know how to ask questions and get help from other people. They just don't let other people do everything for them or tell them what to do.

I'M AFRAID TO ASK QUESTIONS OR TELL PEOPLE WHAT I THINK. WHY CAN'T I JUST LET OTHERS DO THINGS FOR ME?

You may not get what you want or need if you can't tell other people what you think and how you feel

HOW DOES A PASSIVE PERSON ACT?

Passive people let <u>others</u> tell them what to do. They let others boss them around. They stay quiet even when they don't agree. They may feel angry and upset, but do not say what they think. They don't want to cause trouble.

SHOULD I GET ANGRY AND YELL AT PEOPLE SO I CAN GET WHAT I WANT?

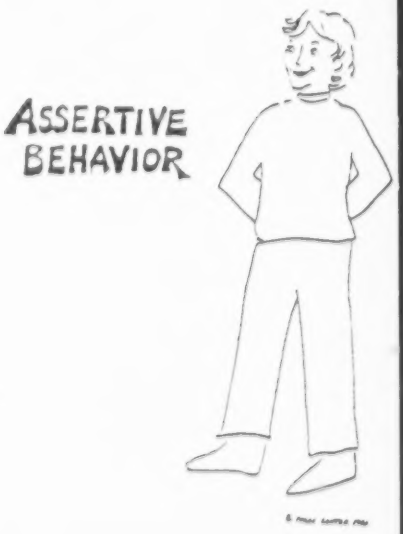
Do you know what happens when you yell at people? They will just get angry and yell back at you. They won't listen to what you have to say.

HOW DOES AN AGGRESSIVE PERSON ACT?

They think they can get what they want by yelling at other people. They talk in a loud and angry way. They do not think about other people's feelings. People may not want to help you if you yell and scream. They may feel angry. They will not listen to you, and will not want to help you.

WHAT'S THE RIGHT WAY FOR A SELF-ADVOCATE TO ACT?

A self-advocate is <u>assertive</u>. That means they tell others what they want and need. They respect the rights and feelings of other people. They do not demand things. They talk about their ideas with other people. They ask questions and get help. Then they make up their own mind about what to do. They don't let other people tell them what to do. They may have strong feelings, like feeling angry, but they don't scream and yell.



HOW CAN I BE ASSERTIVE?

1.

   Look at the person you are talking to. If you look at them as you talk they will know that you mean what you say.

2. Speak clearly. Make sure that others know what you think and how you feel. If you speak too softly, people won't hear you well. If you yell or speak loudly, people won't listen to you.

3. Plan ahead what you want to tell others. Practice what you want to say to them.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

(c) 1986. PACER Center, Inc. 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

T 36

MINNESOTA

DIVISION OF REHABILITATION SERVICES

D. R. S.

HELPS PEOPLE WITH DISABILITIES GET JOBS

©1985 PACER CENTER

WHO CAN GET HELP?

If your disability makes it hard for you to find or keep a job,

AND...

If help from DRS will give you a better chance of finding a job, then that's a good place to start.

WHAT KINDS OF HELP CAN I GET?

You can learn about what kinds of work you do well. You can talk about what kinds of work you like to do. You may need training to learn a job, or help with finding a job. You can learn the skills you will need to keep a job, or how to change jobs.

WHERE CAN I GET HELP?

Sometimes a DRS counselor comes to your school to help students. Ask your teacher to help you set up a time to talk with the DRS counselor when he or she comes to your school,

OR

You can call DRS to find an office near you. The number to call is 296-5616.

WHEN CAN I GET HELP FROM DRS?

DRS can help you while you are still in high school. A DRS counselor will work with you and your teachers to plan the kinds of help you will need for special training or to find a job.

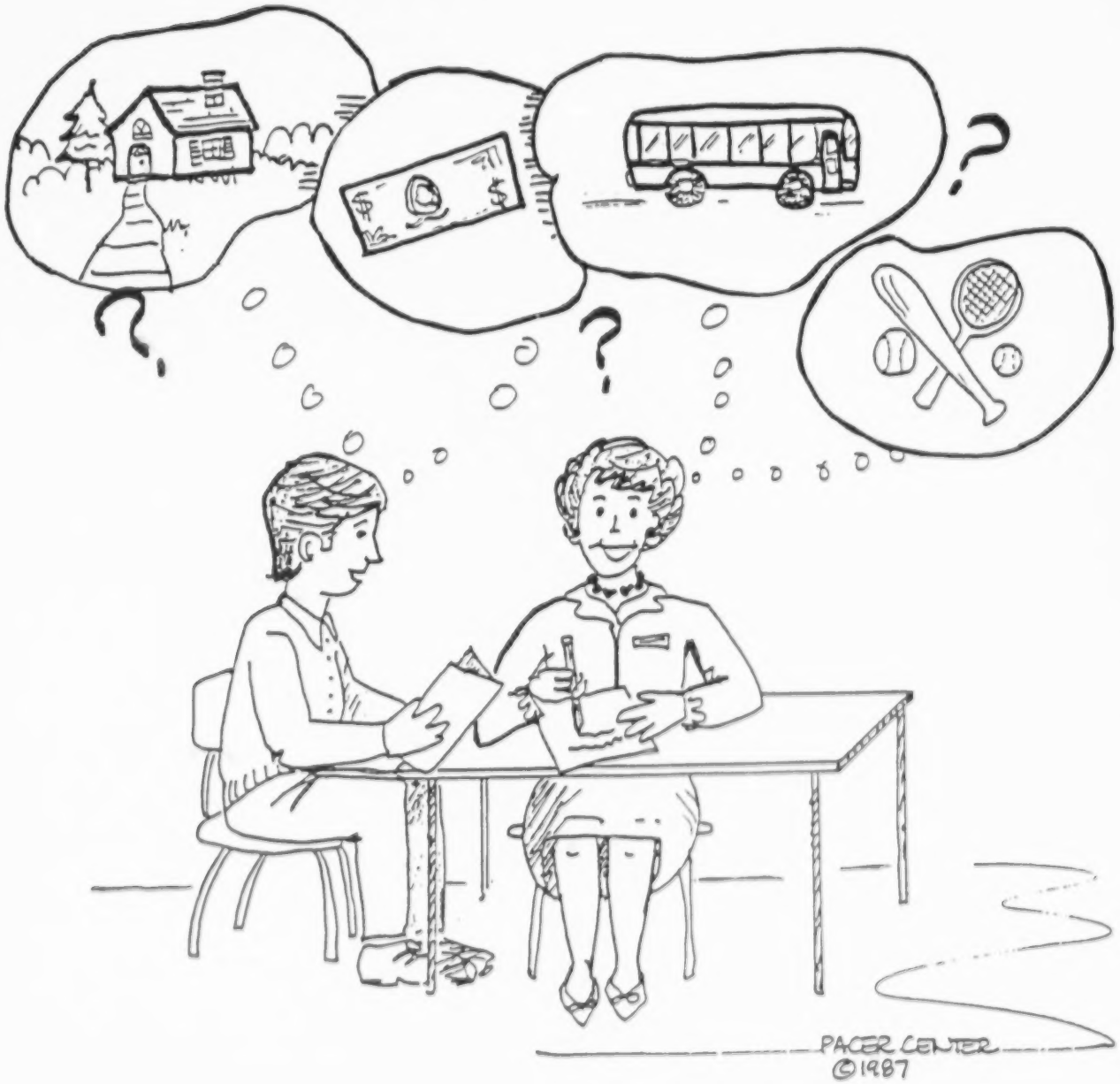
WHAT IF I HAVE TROUBLE GETTING HELP FROM DRS?

You can call the Client Assistance Project. A person will work with you to make sure you have the kinds of help you need. To reach them, you can call (612) 332-1441. The statewide toll free number is: 1-800-292-4150.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

SOCIAL WORK SERVICES HELP TO PLAN FOR YOUR NEEDS



Do you need help to plan for what you will do when you finish school? If you do, a social worker is a person who may be able to help you.

HOW WILL A SOCIAL WORKER HELP ME?

A social worker will help you find out what you need so that you can learn to live and work on your own. The social worker will:

* talk to you and get to know you
* talk with your family
* talk with your teachers at school
* learn what you want to do
* learn what kinds of help you need
* help you plan for your needs

WHAT CAN A SOCIAL WORKER HELP ME WITH?

Here are some of the things a social worker can do to help you:

Help you plan where you will live; will it be:

* at home?
* foster home?
* a group home?
* an apartment
* a house?

Make sure you have the help you need to find and keep a job.

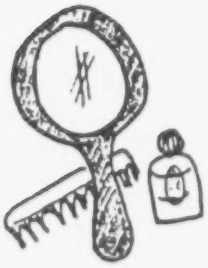
Help you plan how you will use your money:

* plan a budget
* use a checkbook
* pay your bills

Help you get training to learn new skills so you can live on your own. Learn how to do things like:

* clean your home
* cook your meals
* buy food and clothes

Help you learn to take care of personal needs:

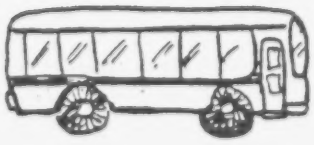


* buy clothes
* do laundry
* get a haircut
* get a check-up from your doctor or dentist

Help you learn to use the telephone:

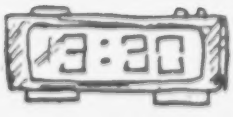
* to call your friends or family
* to call for help when you need it
* to call your boss when you can't go to work

Tell you where you can learn to ride buses so you can get:

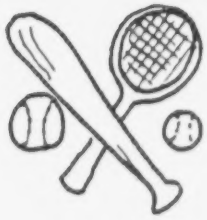


* to work
* to see your friends and family
* to places to shop
* to where you want to go

Help you plan how to best use your time:



* time for your job
* time for housework
* time for fun



Help you learn about fun things to do with friends.

WHEN CAN A SOCIAL WORKER HELP ME?

A social worker can help you while you are in high school. You and the social worker will need time to plan for what you will do when you get out of school. The social worker can help you after you finish high school, too.

HOW DO I GET A SOCIAL WORKER?

Your family or your teachers or counselor at school can help you call a social worker. You will need to call the County Human Services office in the county where you live. A worker at the county office will help you set up a time to talk with a social worker.

WHAT SHOULD I DO IF I HAVE TROUBLE GETTING A SOCIAL WORKER?

You can call the Association for Retarded Citizens of Minnesota. A person will work with you to make sure you have the kinds of help you need. The number to call is: (612) 827-5641.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Section Four:

Student Handouts

Instructions For Use of This Material

The student handouts provide resource information on a variety of topics for students. Those designated (LD) particularly apply to students with learning disabilities; those designated (PH) are useful for students with physical handicaps. Those designated (MR) can be used with students who have mental retardation. Those articles with no disability designation apply to all students with disabilities.

The student handouts can be utilized in several ways. Trainers should familiarize themselves with the content of the written material in order to refer to the material when specific questions or issues are raised by students. Presenters may also find that the handouts provide useful information to incorporate into the session.

Each student participating in the *Students in Transition Using Planning* Program should receive a transition resources notebook. Trainers select the articles to be included based on the disability of the students being trained.

You will note that the curriculum outline does not specify how the handout materials should be used. The trainer has the flexibility to decide how to incorporate the material into the sessions. Our experience has shown that the students do not read the materials independently, but need structured reading activities as a supplement to the three sessions.

Trainers may choose to extend the presentation time to allow for the inclusion of additional resource information, or may choose to structure class time on alternate days to study written materials as a class. Homework assignments based on some of the handout materials are another alternative for including this information.

An important use of the student handouts is to provide information to families/guardians of students with disabilities. Students should be encouraged to share the resource materials with those who are responsible for assisting them in future planning. Although students may not have an immediate need for some of the information, they should be encouraged to keep the transition resource notebook for reference in the future for contacting a variety of community resources that may be needed.

VOCATIONAL REHABILITATION SERVICES

WHAT IS VOCATIONAL REHABILITATION?

Vocational Rehabilitation is a program for helping people with disabilities get jobs. The agency used to be called the Division of Vocational Rehabilitation (DVR) but now has a new name, the Division of Rehabilitation Services (DRS).

WHO CAN GET HELP?

If you have a physical or mental condition that makes it hard for you to get or keep a job, and if the services of DRS will give you a better chance of getting a job, you may be eligible. A DRS counselor can tell you if you meet the rules about who can get help. Eligibility for the program does not depend on financial need (how much money you have).

WHAT KINDS OF HELP CAN I GET?

Your DRS counselor will help you learn about what kinds of work you like to do, and what jobs you do well. Your counselor can help you get training if you need it to get ready for a job. You can learn how to look for a job. You can also learn the skills you need to keep a job, or change jobs if you need to. You and your counselor will work out an Individual Written Rehabilitation Plan (IWRP). The plan tells what you will do and what DRS will do to help you get the job you want.

WHO PAYS FOR IT?

Some of the services are given at no cost to you. For others, you may be asked to help pay the costs. Your DRS counselor can help to find ways to pay for the services you need.

WHAT IF I DON'T AGREE WITH MY COUNSELOR?

If you don't agree with your counselor about your rehabilitation plan, talk over your ideas with your counselor. If you can't solve the problem that way, you can appeal by talking it over with your counselor's supervisor. You can talk to the area director, or go through something called a fair hearing. You may need some help to work out your differences.

The Client Assistance Project (CAP) is a program that can help you get the services you need. CAP will work with you and your counselor to work out any problems you are having. CAP can help you with an appeal or a fair hearing if you need it. To learn more about it contact the CAP office in your state.

(c) 1988. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

HOW CAN I APPLY FOR SERVICES?

Talk to your teachers or school counselor to find out if you have a DRS counselor that comes to your school. Some high schools have a Division of Rehabilitation Services counselor that visits on a regular basis. If your school does, you can meet with the DRS counselor and apply for services at your school. If not, you should apply at the Division of Rehabilitation Services Office closest to you.

WHEN SHOULD I APPLY FOR SERVICES?

You can apply for rehabilitation services while you are in high school. It is good to develop a rehabilitation plan early. A DRS counselor can work with you and your school to help plan the services that you will need to get further training and find a job.

DIVISION OF REHABILITATION SERVICES: ELIGIBILITY GUIDELINES FOR THE LEARNING DISABLED

WHO CAN GET HELP?

The Division of Rehabilitation Services (DRS) defines specific learning disabilities as a medical disability. If your learning disability makes it hard for you to get or keep a job, and if rehabilitation services will help you get or keep a job, you may be able to get help from them.

WHAT IS A SPECIFIC LEARNING DISABILITY?

The Division of Rehabilitation Services says a learning disability is a disorder of the central nervous system. People with learning disabilities get wrong information through their senses like seeing or hearing. They also have trouble using that information. This can cause problems with learning to read, spell or do math. A person with a learning disability may find it hard to pay attention. It may be hard to remember things or to solve problems. It may be hard to say what they are thinking. A person with a learning disability does have an average ability to learn. A learning disability is not because of a problem with eyesight or hearing. It is not a motor handicap like cerebral palsy. It is not because of mental retardation, problems with emotions, or a poor home life.

WHO DECIDES IF I QUALIFY?

A vocational rehabilitation counselor will tell you if you can get help. The counselor will tell you if you are eligible. The counselor will need to know some things about you to know if you are eligible. The counselor will ask for:

* a medical history (a report from your doctor)
* a general medical exam (a current health check by your doctor)
* psychological testing or reports of past testing if it has been done in the last two years (these tests tell about what you know, how able you are to learn new things, and how you feel about yourself)

WHAT WILL THE COUNSELOR LOOK AT IN DECIDING IF I CAN GET HELP?

The psychological evaluation must test what you know (achievement), and how able you are to learn new things (intelligence). The tests must show that you are as able to learn as the average person in your grade, but you are not doing as well in your work as expected. If you are out of school, the tests must show that you are not doing as well as expected for a person with your ability. The tests must look at how you learn and what your emotions or feelings are like. It must show how your disability is a problem in your daily life. It must show that your disability is not due to a problem with eyesight or hearing. It must show that your disability is not because of a motor handicap, mental retardation, emotional problems, or a poor home life.

From: Minnesota Division of Rehabilitation Services Eligibility Guidelines for Specific Learning Disabilities, June, 1973.

Distributed by PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966

YOU AND YOUR RIGHTS

PLANNING FOR TRAINING AFTER HIGH SCHOOL

DO YOU KNOW WHAT IT MEANS TO HAVE A RIGHT TO SOMETHING?

To have a right means that you have the same chance or opportunity to do something as other people, even if you have a disability.

BUT PEOPLE ARE NOT GIVEN THE SAME CHANCES OR OPPORTUNITIES!

That's true. People who have a disability do not always have the same chances as others to go to school or get job training. People with disabilities are sometimes treated unfairly. That is called discrimination.

GIVE ME EXAMPLES OF UNFAIR TREATMENT.

John wants to take a class at the local vocational school. The class he wants is on the third floor. John uses a wheel chair and there is no way he can get to a class on the third floor. John does not have the same chance to take the class as other people who can walk.

Ann is deaf. She wants to go to a community college. Ann cannot hear and understand everything her teachers say. Ann does not have the same chance to do well in school as other students who can hear.

Both Ann and John are not being given a fair chance to go to school and learn. They are being discriminated against.

DON'T JOHN AND ANN HAVE A RIGHT TO GO TO SCHOOL AND LEARN?

Yes. They need to know about their civil rights. Civil rights are laws that help people with disabilities have the same chance as people without disabilities. For John to have to a fair chance, the class he wants to take would need to be moved to the first floor. That would be fair treatment. For Ann to have a fair chance, she would need an interpreter in her class. A Civil rights law allows this to happen.

WHAT IS THIS LAW?

* Section 504 of the Rehabilitation Act of 1973.

HOW CAN THIS LAW HELP ME?

The law says, that people who have a disability must be treated fairly in education and training programs. The law also requires fair treatment for people in employment, housing and access to public services.

(c) 1988. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

WHAT DISABILITIES ARE COVERED BY THIS LAW?

The law helps people who have disabilities that limit major life activities. These include:

* taking care of one's self
* physical limitations such as walking, seeing, hearing
* learning
* working

Most disabilities are covered under this law. To prove that you have a disability you need a letter or a report that explains what type of disabilities you have and how it causes you problems in one or more of the above areas. To get a letter or a report explaining your disability ask for one from a special education teacher, a doctor or a psychologist who knows you. The letter or report must be from some one who works with people with disabilities. A letter from your mom or dad cannot be used.

WHO MUST FOLLOW THIS LAW?

Section 504 is a federal law. Any school, group or agency that gets money from the federal government must treat people with disabilities fairly. It is against the law to discriminate.

CAN THE LAW HELP ME GET TRAINING AFTER HIGH SCHOOL?

Yes. The law says that schools must take special steps to help people with disabilities so that they can learn and work just as people who do not have a disability.

WHAT ARE SOME OF THE THINGS SCHOOLS MUST DO?

* Schools must have equal access

PHYSICAL ACCESS: Students must be able to get around easily in the buildings they use. Ramps, elevators or large bathrooms can make it easy for a student to move around in a wheelchair, for example. A class that is scheduled to meet in a building with many flights of stairs may need to be moved to a building with no stairs or with ramps.

PROGRAM ACCESS: People with disabilities have a right to enroll in vocational school or college programs if they meet the same entry rules that any other student would need to meet. Each school has different entry rules. These can include:

* Open-door - anyone can attend
* high school diploma
* grade point average
* class rank
* entrance tests
* Scholastic Aptitude Test (SAT)
* American College Testing Program (ACT)

Other testing may be done to decide what kinds of support services a student may need to be able to do the course work.

Admission tests must be given fairly. Students may need to use an interpreter, braille, or have a longer time to answer questions, for example. The test must be given in places that students with physical disabilities can get to.

Students with disabilities must be able to use the same programs and services that other students use. Some of these services might be:

* counseling
* health services
* financial aid
* school social clubs
* job placement services
* tutoring

SCHOOL MUST MAKE REASONABLE ACCOMMODATIONS

Courses must be taught so that students with disabilities can learn. Tests must be given in ways that will allow a person with a disability to show what he or she knows. A student may need to have a note taker in class, or use a tape recorder for lectures. They may need to have another person write down their answers to a test, or be able to say the answers aloud instead of writing them down. They may need to use an interpreter. They may need special tools or equipment to do their work. Schools need to make changes or accommodations so that students with disabilities can learn, but school do not have to lower their standards. Once the accommodations have been made students with disabilities are expected to do as well as nonhandicapped students.

HOW CAN I GET HELP TO PLAN MY SCHOOL PROGRAM?

If you are planning on attending a vocational school, community college, college or university, you will want to talk with a person in the school's office for students with disabilities. The title of the person may be different in each school. Sometimes they are called special needs coordinators, or 504 Officers. It is important that you talk with someone at the school who works with students with disabilities before applying to a school. That way you will know what services are available if you need them and you will know who to talk to if you do run into problems.

FINANCIAL AID

Some people decide to go on for more training after they graduate from high school. They feel it will help them get a better job. This training costs a lot of money, so many people need help to pay for it. Public and private sources of money can give that help. The financial aid system has been set up as a way to find out who needs financial aid.

A financial aid plan is a joint plan between the student, parents, school, state and federal government sources, and private resources. For the handicapped student, a Division of Rehabilitation Service Agency and the Social Security Administration may also take part in the plan.

WHAT IS FINANCIAL AID?

Financial aid can help you pay for school expenses when you do not have enough money to pay for it yourself. If you think that your family cannot pay for all of your school costs, you should check with a school counselor about how to apply for financial aid. The financial aid office of the school you want to attend can also help you apply for aid. There are three kinds of aid:

- *Grants-gifts and scholarships which do not have to be paid back.
- *Loans-money borrowed to cover school costs which must be paid back over a set period of time.
- *Work-jobs that the school sets up which help a student earn some of the school costs.

A handbook called "The Student Guide - Five Federal Financial Aid Programs '85-'86" tells you how to apply for the federal student aid programs.

- *Pell Grants
- *Supplemental Educational Opportunity Grants (SEOG)
- *National Direct Student Loans (NDSL)
- *Guaranteed Student Loans (GSL)
- *PLUS loans
- *College Work-Study Programs

To qualify for these programs, you must be in financial need. You will need to show how much money you have to pay for your schooling. To get this booklet, check with your high school counselor, the Financial Aids Office of the school you want to go to, or write to:

Federal Student Aid Programs
U.S. Department of Education
P. O. Box 84
Washington, D.C. 20044
(301) 984-4070

Distributed by PACER Center, Inc. 1986, 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966

WHAT IS FINANCIAL NEED?

Financial Need is the difference between how much the school costs and how much money you and your family are able to pay. The costs include tuition, books, supplies, room and board, transportation, personal expenses, child care costs, and special costs you have because of your disability.

WHAT ARE DISABILITY RELATED EXPENSES?

You may have extra costs that a non-disabled student does not have. You may have to pay for:

- special equipment
- costs for readers, interpreters, notetakers
- attendant care
- special transportation needs
- medical costs related to the disability that are not covered by insurance

If you have these extra costs you should make sure that the financial aid officer knows about them and that they are in your budget plan. You may need to have written proof of expenses, such as financial records or a doctor's statement.

WHAT IS FAMILY CONTRIBUTION?

The family contribution is the amount of money you and your family are expected to pay for your school costs. This is based on your family earnings and expenses. You must fill out a financial need form that tells about expenses, income, savings, and benefits such as social security, welfare or veteran's benefits. You can get financial need forms from your high school counselor or the financial aid office of the school you want to attend.

WHAT IS A FINANCIAL AID PACKAGE?

A Financial Aid Package is a plan to meet your financial need. A Financial Aid Counselor can help you put this plan together. The plan can include money from a combination of financial aid resources. For example, your financial need could be met by getting money from grants, work-study, a student loan and a private scholarship. The amount and type of financial help you may get depends on your needs and how much grant or loan money the school has. You may be offered different financial aid packages at different schools. A school may not be able to meet all the financial needs that you have.

WILL VOCATIONAL REHABILITATION PAY FOR MY TRAINING?

The Division of Rehabilitation Services, formerly known as D.V.R. or Vocational Rehabilitation, helps people with disabilities get jobs. If you have a disability that makes it hard for you to get or keep a job, and if there is a good chance that their services can help you, you may qualify. Some people need training in order to get a job. If you and your counselor decide that you need training, you can work together to plan how you will pay for school. The counselor can work closely with your high school or a financial aid officer to plan your financial aid package. Call the Division of Rehabilitation Services, for the number of the rehabilitation office nearest you. Some high schools have DRS counselors that work with students. Contact your counseling office for more information.

WHERE ELSE CAN I GET HELP?

State Programs. The Minnesota State Grant is a financial aid program for people who live in Minnesota. This money can be used with federal financial aid money to help you pay for tuition, books, and supplies. You should apply for both the federal and state financial aid programs.

School Programs. Check with the Financial Aids Office or the Office for Students with Disabilities at the school you want to go to. They may have special funds to help students with disabilities. The University of Minnesota has two special programs. The Special Fund for Student with Disabilities has no-interest loans or grant money up to $1500 per school year for disabled students whose school costs are not all covered by the financial aid package. If you can't attend school full-time because of your disability, the Part-Time Student Grant may help. This can help handicapped students who take one to eleven credits per quarter. This grant can pay for tuition, fees, books, supplies, transportation, child care costs and disability related expenses.

Private Scholarships. There are many private scholarships. Clubs like the Kiwanis and Lions Clubs often give money to students. Check with local disability groups like the United Cerebral Palsy Association, The Spina Bifida Association, and The Association for Children and Adults with Learning Disabilities. Talk to a high school counselor, the Financial Aid Office and the Disabled Student Services Office at the school you want to go to for information on how to get financial aid. The public library also has information about financial aid programs.

Supplemental Security Income. Supplemental Security Income (SSI) is a federal program that gives financial help to the aged, blind and disabled who don't earn much money or don't get a salary at all. The amount of money you can get under SSI depends on your income and other financial resources. If you are under 18, your parents' income and resources will be counted. If you are receiving SSI you should check with your Social Security Office to write a Plan for Self Support (PASS). If a Plan for Self Support is approved, the financial aid that you get for a school program is not counted as income when they decide what your SSI benefits are. Call the Social Security Administration, for more information.

Social Security Disability Insurance. The Social Security Disability Insurance (SSDI) program gives monthly cash benefits to disabled persons who qualify for it. If your parents have filed for Social Security or if you have a parent who has died, you might be able to get SSDI. Call the Social Security Administration for information on who can qualify.

WHEN IS THE BEST TIME TO APPLY FOR FINANCIAL AID?

It takes time and hard work to develop a financial aid package. It is best to apply for financial aid during the high school senior year. You can get financial aid applications in January for aid the next school year. For some schools, the beginning of the school year is July 1; for others it is September 1. When you fill out the financial aid forms you must list the school you want to attend. You may list more than one school you want to attend if you have not decided where you want to go. Each school you list will then let you know how much financial aid you could get from them. The financial aid forms can be hard to fill out. Mistakes made on the forms can delay getting financial aid. You can get help in filling out the forms at the school's Financial Aid Office, or the Office for Students with Disabilities.

Material adapted from: "Fact Sheet: Financial Aid and Disabled Students", Heath Resource Center.

T7
LD

VOCATIONAL SCHOOL PROGRAMS

Vocational school programs train people for jobs. You can learn job skills to work in an office. You can learn to be a plumber, a carpenter, or learn to fix cars. You can learn to work as a nurse's aide or a child care worker. There are many classes to choose from. You can get training in public or private trade schools. The Area Vocational Technical Institutes (AVTI's) in Minnesota are public schools. There are many private trade schools. You can look in the yellow pages of the phone book under "schools" to learn more about these.

WHAT DOES A VOCATIONAL SCHOOL PROGRAM HAVE TO OFFER ME?

Vocational training can give you skills that will help you get a job.

HOW CAN I DECIDE WHAT PROGRAM MIGHT BE GOOD FOR ME?

While you are in high school, you can have a vocational assessment. This will help you find out what kinds of work you like to do and what work you do well. You can plan to have this done as one of your goals in your Individual Education Plan (I.E.P.). The Carl Perkins Act of 1984 is a law that can help you. This law makes it possible for students with disabilities to get help with planning for a job. You can get help while you are in high school. You can also get help after you finish high school. Talk with your teacher or school counselor about how to get this help.

If you're not in high school, you can still get help with job planning. If you have a Division of Rehabilitation Services (D.R.S.) counselor, that person can help you plan for a job. Vocational schools also have counselors that can help you with job planning.

WHERE CAN I FIND OUT ABOUT VOCATIONAL SCHOOL PROGRAMS?

A high school counselor or a Division of Rehabilitation Services counselor, can help you find out about programs. You can look in the yellow pages of the phone book under "School: Business and Secretarial" or "Schools: Industrial, Technical and Trade," for telephone numbers of both public and private vocational schools.

HOW CAN I PAY FOR THE TRAINING?

Many students who get training need help paying for it. You will need to apply for financial aid to see if you can get help. Your high school counselor or the financial aids officer at the school you want to go to can help you fill out the application. If you have a Division of Rehabilitation Services counselor, you should talk with that person about a plan to pay for your training.

HOW LONG WILL VOCATIONAL TRAINING TAKE?

Some courses take longer than others. It depends on the the course you want to take. Some programs may take months; others may take two years. If your learning problems make it hard for you to finish the work in the usual amount of time, you have the right to plan with the school to have more time to finish the work they ask of you.

Distributed by PACER Center, Inc. - 1986. PACER Center, Inc., 4826 Chicago Ave. S.,

WILL I EARN A DEGREE?

Vocational education students earn an Associate Degree or a Certificate. The kind of degree you get depends on the school you go to and the program you follow. Some jobs make you work as a helper with someone who has done that job for a long time. This is called an apprenticeship. For other jobs you need to pass a test and get a license to do the job. If you don't finish a program, some schools may give you a Certificate of Partial Completion. This shows what job skills you have learned. Talk with a vocational school counselor to find out what courses you want to take.

WHEN SHOULD I APPLY FOR VOCATIONAL SCHOOL?

If you are in high school, you may be able to take vocational classes at your school. If your school does not have job training, they may have a plan that lets you take your vocational classes at another school that offers them. This is called a Vocational-Cooperative Program. Talk to your school counselor to get help with planning. If you want to get job training after high school, you should plan ahead as much as you can. Some schools have waiting lists for programs. Also, some schools admit new students only on a quarterly basis (four times a year), while other schools accept students all year-round.

WHEN I TALK WITH AN ADMISSIONS COUNSELOR, WHAT ARE SOME OF THE THINGS I SHOULD BE SURE TO FIND OUT ABOUT?

Deciding which school and training program is right for you is hard work. You will want answers to these questions and any of your own questions:

* How do I get into the program? Do I have to pass a test? Do I need a certain grade average?
* How can the school meet my special learning needs (tape recorded books, notetakers, longer test times, etc.)?
* Who is the co-ordinator of services for students with disabilities?
* Is there special help for students with disabilities (remedial classes, tutoring, counseling support, etc.)?
* Does the job training occur in places that are like real job sites? Is on-the-job training a part of the class?
* Do teachers have recent job experience in their fields?
* How many of the people who finish the program get jobs?
* Can I get help with finding a job?
* Will credits from my vocational school program be accepted by a college if I want more training?

Adapted from: Campus Access for Learning Disabled Students, A Comprehensive Guide by Barbara Scheiber and Jeanne Talpers, Closer Look, 1985, The Parent's Campaign for Handicapped Children and Youth, 1201 16th Street N.W., Washington, D.C. 20036

T8
LD

TRANSPORTATION/DRIVERS EDUCATION

Knowing how to drive or ride the bus can make it easier to hold a job, go to school, or have fun. A person who is not disabled may take driving a car or riding the bus for granted. If you have a disability you must plan how you will get around.

HOW WILL I BE ABLE TO GET AROUND?

Learning to drive can help you get around easily. You may need special help in learning the rules for driving. You might also need help with taking the tests to get a permit or a license. You can have more choice about what jobs you take and what school you go to if you know how to drive. It will also be easier to get out and have fun.

WILL I NEED DRIVER TRAINING?

In Minnesota, if you are 16-18 years old you must take a driver training class with behind-the-wheel training to get a license. If you are over 18 you can get a license if you pass the driver's test.

WHERE CAN I GET DRIVER TRAINING?

Some school districts offer driver training. They may teach you driving rules so you can pass the written test. They may also offer "behind-the-wheel" or "laboratory" training. Driving schools can also teach you the driving rules and give you behind-the-wheel classes.

I HAVE SPECIAL NEEDS IN LEARNING TO DRIVE. CAN I STILL BE TRAINED AT SCHOOL?

If your school has driver training classes, students with disabilities have a right to take the classes too. If the school does not have the special services you need, the district can pay so you can get the services from another program. You can call the Driver Education Coordinator for your state to learn more.

WILL I HAVE TO PAY FOR DRIVER TRAINING?

The school district can decide whether the school will pay, or whether students will pay some or all of the cost of the class.

If you have a Division of Rehabilitation Services counselor, you should talk about your driving plan with that person. The counselor can help you find ways to help pay for the training.

(c) 1986. PACER Center, 4826 Chicago Ave. S., Mpls, MN 55417, (612) 827-2966.

ARE THERE ANY DRIVER TRAINING PROGRAMS FOR PEOPLE WITH DISABILITIES?

In Minnesota, people who are 18 years old or older can take driving classes at Courage Center. They train people with physical disabilities to drive, but they can also help people with learning disabilities or other learning problems. If you are less than 18 years old, Courage Center can give you a driving evaluation. This will help you decide if you can learn to drive. They can also help your high school or driving school teacher plan for the special needs you have in training.

I THINK I COULD RIDE A BUS, BUT I DON'T REALLY KNOW HOW TO GET AROUND. WHAT SHOULD I DO?

You can learn how to use the bus system. You may need to write this as a goal in your Individual Education Plan (I.E.P.) so you can get training at school. If you have a Division of Rehabilitation Services (DRS) counselor, that person could help you get training.

T9
LD

LEARNING AIDS FOR STUDENTS WITH DISABILITIES (ACCOMMODATIONS)

Section 504 of the Rehabilitation Act of 1973 is a law that helps students who want more training after high school. Any school that gets money from the federal government must follow this law. This is what the law says:

> "No otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Schools that get money from the federal government must follow this law. Schools must recruit, admit and treat students with disabilities the same way they do nondisabled students. Schools can't discriminate against students with disabilities. They must be treated fairly. Schools must give "reasonable accommodations" to help students do the work the school requires.

WHAT ARE ACCOMMODATIONS?

Accommodations are different ways of doing course work. Schools don't have to change what the course covers or grading, but they do have to help students find ways to work around their learning problems. Accommodations help students do their best work and not be stopped by their learning problems. Accommodations do not give students with disabilities an edge over other students, but let them do the best they can.

I HAVE TROUBLE READING BECAUSE OF MY LEARNING DISABILITY. WHAT ARE SOME ACCOMMODATIONS I COULD USE?

Books put on tape recordings can help people who have trouble reading. A student can listen to the tape and read the book at the same time. Seeing and hearing the words helps many students learn more easily. You can get books on tape from several places:

Tape libraries on some campuses have books on tape for courses. A school's Office for Students with Disabilities can tell you if they have a tape library.

Recording for the Blind has taped schoolbooks for people with visual, physical, or perceptual handicaps. Tapes are loaned free to people who qualify. To get books from RFB a person with a learning disability must apply and have a letter from a doctor or learning disability specialist that describes their disability. If the person qualifies they get an identification number for ordering books. A person can call or write to get books. The RFB has 63,000 books on tape. If they do not have the book you need, you can have them tape the book for you. This can take several months to do, so you will need to plan far ahead of time. You may want to order a book before you start a class so you can get a headstart on your studying. Tapes can be kept for a year, and you can ask for more time if you need it. To learn more, call:

Recording for the Blind, Inc.
20 Roszel Road
Princeton, New Jersey 08548
(609) 452-0606 or call toll-free 1-800-221-4792

Distributed by: PACER Center, Inc., 4826 Chicago Avenue South, Mpls., MN 55417; (612) 827-2966

You will need to have a special tape recorder to play the tapes. You can apply for a permanent loan of a tape machine if you write or call the Library for the Blind and Physically Handicapped in your state.

The Talking Book program has many kinds of tapes for people with disabilities. You can get novels, poetry, biographies, and magazines on tape. People who qualify can get these tapes on loan. A person with a learning disability must have a doctor's statement that says the person has a reading disability.

I HAVE TROUBLE WITH MY HANDWRITING, SO NOTETAKING IS HARD FOR ME. WHAT CAN I DO ABOUT THAT?

Use a Notetaker

If it is hard for you to take notes because you can't write neatly or have a hard time listening and writing at the same time, you can use a notetaker. You or the teacher can ask someone who is a good notetaker to share class notes. A notetaker can use carbon paper or a special noncarbon paper to make extra note copies. You can get the paper from the school bookstore or from:

The National Institute for the Deaf
Rochester Institute for Technology Bookstore
P.O. Box 9887
Lamb Memorial Drive
Rochester, New York 14623

Tape Lectures

You can also tape lectures and classes instead of taking notes. You need a teacher's OK before you tape a class. Listening to tapes takes extra time, so you have to plan your study time well. You can listen to a tape at your own speed. You can stop the machine when you need to, or go back over important points. You can also make notes for more studying by using this method of listening, stopping, writing, then listening again.

Use Voice Indexing

A new way to index tapes uses special tape recorders so a student can record titles and outlines for lectures and books that they have on tape. Students can then go over a lecture or a book quickly. This study method is described in "Voice Indexing: A Programmed Text" by Gerald Jahada, Florida State University. You can get this cassette from:

Elpro Associates
P.O. Box 3634
Langley Park, Maryland 20787

TAKING TESTS IS HARD FOR ME. I KNOW THE MATERIAL, BUT I JUST CAN'T GET THE ANSWERS OUT! WHAT CAN I DO?

You may need to work out different ways of taking tests. You can meet with your teacher or a person from the Office for Students with Disabilities to help you plan ways to take tests. You will need to make these plans when you begin a course. Here are some ideas you can use:

* Ask for extra time to finish a test.
* Take the test in a separate, quiet room.
* Have the test questions put on tape, and tape record your answers.

* Have someone read test questions aloud, or have another person write the answers you tell them.
* Take the test in a place where you can use a typewriter or word processor instead of writing.

WRITING ASSIGNMENTS LIKE TERM PAPERS ARE HARD FOR ME TO DO. WHAT ARE SOME ACCOMMODATIONS I COULD USE?

You need to be able to write if you are in school or on a job. It is very hard to get out of writing things like term papers, letters or reports. You will need to learn writing skills to let other people know what you are thinking. You may need extra help to learn these writing skills. The person who gives you help may be a classroom teacher, a special tutor or a learning disability teacher. Many schools have study-skill centers where all students can get help with their learning needs. A school's Office for Students with Disabilities may also offer special programs. The teachers at a study skills center can work with you one-to-one or in a small group to help you learn writing skills. They can help you learn ways to make up for problems with spelling, grammar, and punctuation. You can also learn to use special tools like a word processor that can make writing easier for you.

WILL I HAVE TO COMPLETE THE SAME COURSE WORK AS OTHER STUDENTS?

If a student with a disability can't finish a course, he/she may be able to have a waiver of the course or take another course. For example, if a person with a learning disability can't take a foreign language class, the person might take a history class about another country. Each school has a different way of giving waivers or letting students substitute classes. While the law says that students with disabilities must be able to take part in programs, schools do not have to change their usual rules for finishing a program. Also, some programs, such as vocational schools, cannot waive or substitute courses because of state licensing rules for certain jobs. If you think you need to waive or substitute a course for your school program you will need to talk it over with the special needs or 504 co-ordinator at your school, or with someone from the Office for Students with Disabilities.

Adapted from:

Campus Access for Learning Disabled Students
A Comprehensive Guide
Barbara Scheiber and Jeanne Talpers
Closer Look, 1985
The Parents' Campaign for Handicapped Children and Youth
1201 16th Street N.W.
Washington, D.C. 20036

COLLEGE PROGRAMS

Many students with learning disabilities choose to go to college. Section 504 of the Rehabilitation Act of 1973 is a law that can help these students. This is what the law says:

> "No otherwise qualified handicapped individual shall, solely by reasons of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Schools that get money from the federal government must follow this law. Schools can't discriminate against students with disabilities in recruitment, admission, and treatment after admission. They must make reasonable adjustments or accommodations to help students complete the work that is required. Learning disabled students can use a school's support services to get the help they need. You can read PACER's information sheet on ACCOMMODATIONS to learn more about the support services you may need.

WHAT KINDS OF COLLEGE PROGRAMS ARE AVAILABLE FOR STUDENTS WITH LEARNING DISABILITIES?

Many colleges and universities admit students with learning disabilities under their regular admissions process. The school then gives the student the special services he/she needs. Some colleges have separate admissions to programs that are only for learning disabled students.

*Public community or junior colleges offer Certificate programs or two-year Associate Degree programs. If the student wants to go to a four-year college or university, the credits from the school can go towards a degree from the four-year college. These schools don't have entrance exams. You don't need a certain grade point average or class rank to get in. Students at these schools have many choices. They can learn about jobs, work on study skills, or get credits that can be used for a degree at a four-year college.

*Private junior colleges have programs similar to community colleges, but a person usually takes a test to get into the school.

*Four-year colleges and university programs give Bachelor of Science (BS) or Bachelor of Arts (BA) degrees after a person finishes a course of study in one major area. Each school has different classes, support services and rules.

*Graduate and professional schools have to give the same support services for students that undergraduate schools do. Students with learning disabilities can do well in advance degree programs if they get the right help.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls.., MN 55417; (612) 827-2966.

HOW CAN I DECIDE WHAT KIND OF SCHOOL PROGRAM MIGHT BE GOOD FOR ME?

While you are in high school, you can have a vocational assessment. This will help you learn what kind of work you like to do and what type of work you do well. The Carl Perkins Act of 1984 is a law that makes it possible for students with disabilities to get help with vocational planning during and after high school. If you need help deciding what kind of work you can do, you should talk with your teacher or your counselor. You can also have a vocational assessment as one of your goals on your Individual Education Plan (I.E.P.).

If you are out of high school, you can still get help with vocational planning. If you have a Division of Rehabilitation Services (DRS) counselor, s/he can help you get a vocational assessment. Colleges and universities also have counselors to help you with vocational planning. They can set up testing that will help you find out what work you like to do. These tests are called vocational interest tests. They can also give you tests to help you find what work you can do well. These tests are called aptitude tests. It will help you decide what kind of school and training you want if you know your talents, your interests, and how well you do in school.

WILL I HAVE TO TAKE COLLEGE ENTRANCE TESTS?

Most college and university programs require entrance tests. Students with learning disabilities may take the two most common admissions tests, The Scholastic Aptitude Test (SAT) and the American College Testing Assessment (ACT) under special conditions. A student can have more time to take the test. He/she can also use cassettes, readers, large type, and have help with writing or marking answers. You must ask for these arrangements ahead of time. The SAT notes on a student's record if the student takes the test under special conditions. The ACT makes no record of special conditions unless the student uses extra time to take the test. To learn more about special testing arrangements, call or write:

ATP: Services for Handicapped Students
CN6602
Princeton, New Jersey 08541
(609) 734-3867

The ACT Assessment
"Special Testing Guide" Test Administration
P.O. Box 168
Iowa City, Iowa 52243
(319) 337-1332

HOW CAN I PAY FOR MY SCHOOLING?

Some colleges cost more than others. State schools usually cost less than private colleges. You will need to apply for financial aid programs to find out if you can get help to pay for school. Talk to your school counselor or the financial aids officer of the school where you want to apply. If you have a Division of Rehabilitation Services counselor, you should talk about your financial plans with him/her.

WHEN I TALK WITH AN ADMISSIONS COUNSELOR, WHAT ARE SOME OF THE THINGS I SHOULD BE SURE TO FIND OUT ABOUT?

You will want to have answers to these questions, as well as any of your own questions:

*How do I get into the program: Do I need a certain grade average?
*How can the school meet my special learning needs (taped texts, notetakers, extended test times, etc.)?
*What special services does the school have for students with disabilities (remedial classes, tutoring, counseling support, etc.)?
*Who is the coordinator of services for students with disabilities?
*Do I have to take college entrance tests? What kinds of scores do I need?
*When I can't complete a required course because of my learning disability, will the college let me take another course in its place:
*Will the college let me waive the required course if I can't find a course to take its place?
*Can I register early for courses so I can have time to get the help I need (taped texts, etc.)?

WHERE CAN I LEARN MORE ABOUT COLLEGE PROGRAMS?

You can start by talking with your school counselor or your Division of Rehabilitation Services counselor if you have one. The public library is a good place to get help too. Ask the librarian to help you find catalogues of colleges.

Adapted from:

Campus Access for Learning Disabled Students, A Comprehensive Guide by Barbara Scheiber and Jeanne Talpers, Closer Look, 1985, The Parents' Campaign for Handicapped Children and Youth, 1201 16th N.W., Washington, D.C. 20036

Learning Disabled Adults in Post-Secondary Education, 1984, Heath Resource Center, One Dupont Circle N.W., Washington, D.C.

TRANSPORTATION

Knowing how to drive or ride the bus can make it easier to hold a job, go to school, or have fun. A person who is not disabled may take driving a car or riding the bus for granted. If you have a disability you must plan carefully how you will get around.

HOW WILL I BE ABLE TO GET AROUND?

Learning to drive can help you get around easily. Many people with disabilities use specially equipped cars or vans. Others may not need special equipment, but may need help in learning the rules for driving. They may also need help with taking the tests to get a permit or a license. If you can learn to drive, and have a car or van that fits your special needs, you will have more choice about what jobs you take or where you go to school. It will be easier to see your friends, too.

WILL I NEED DRIVER TRAINING?

In Minnesota, if you are 16-18 years old, you must take a driver training class. The class will teach you the driving rules, and give you behind-the-wheel practice in driving a car. If you are over 18, you can get a license by passing the driver's test. You do not have to take a driving class.

WHERE CAN I GET DRIVER TRAINING?

Some school districts offer driver training. They may teach you driving rules so you can pass the written test. They may also offer "behind-the-wheel" or "laboratory" training. Private driving schools can also teach you the driving rules and give you behind-the-wheel classes.

I HAVE SPECIAL NEEDS IN LEARNING TO DRIVE. CAN I STILL BE TRAINED AT SCHOOL?

If your school has driver training classes, students with handicaps have a right to take the classes too. If the school does not have the special services you need, the district can buy the services from another school or driving program. The school district can also get special equipment on loan to be placed on the school car. You can call the driver education co-ordinator for your state to learn more.

WILL I HAVE TO PAY FOR DRIVER TRAINING?

Each school district can decide if the school will pay, or if students will pay some or all of the cost. If you have a Division of Rehabilitation Services counselor, you should talk about your driving plan with that person. The counselor can help you find ways to pay for the training you need.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

SPECIAL TRANSPORTATION SERVICES

In the spring of 1986, new rules regarding transportation for the disabled were issued by the United States Department of Transportation. The rules went into effect on June 23, 1986. Under the new rules, any bus system that receives money from the federal government must provide transportation to people with disabilities.

The bus system must meet certain rules:

1. All persons who cannot use the regular bus service because of a disability must be able to use the specialbus service for handicapped persons.

2. A person must be able to get a ride within 24 hours after they ask for it.

3. The bus system cannot refuse your request on the basis of the purpose of your trip.

4. The cost to use the special bus service should be about the same as that of the regular bus service.

5. The special bus service must run during the same hours of the day as the regular bus service.

6. The special bus service must run in the same areas as the regular bus service.

Bus systems can meet these rules in several ways. For example:

1. Regular buses can be equipped with lifts.

2. Specially equipped vans can be used if the buses are not accessible.

3. Taxi service at the same cost as bus service can be used.

Bus systems that receive federal money must develop a plan for how they will meet the needs of people with disabilities. The plan must be developed with advice from handicapped persons, and must be completed by June, 1987.

In small towns and rural areas, and in areas of a city that may not be served by a bus system, transportation for people with disabilities continues to be a problem. Some people must rely on family or friends to drive. Others may use volunteer drivers from local community groups. Still others decide to move to an area where they are able to get around more easily.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. So., Mpls., MN 55417; (612) 827-2966.

RESOURCES FOR STUDENTS WITH LEARNING DISABILITIES

The Association for Children and Adults with Learning Disabilities (ACLD) is an organization of parents, professionals and other people who are concerned about learning disabilities. ACLD has state offices and local groups in many towns throughout the nation. They can help you learn more about your disability and where to go to get the kind of help you need. Parents or other adults who have special training can work with you and your family to help plan your school program. They have training programs to teach you the skills you need to help yourself. They also have classes to help you learn how to feel good about yourself, even if you have a learning disability.

To learn more about services in your state you may want to call or write:

The National Office of the Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
Jean Peterson, Executive Director

The HEATH Resource Center has a phone hot-line to answer questions about training after high school for people with disabilities. Call 1-800-54HEATH. To learn more, you can call or write:

HEATH Resource Center
National Clearinghouse on Post-Secondary Education for Disabled People
One Dupont Circle, NW
Washington, DC
(202) 833-4707 (Voice/TDD)

Campus Access for Learning Disabled Adults is a handbook on planning for education after high school. To learn more, write to Closer Look, Parents Campaign for Handicapped Children and Youth, 1201 16th Street NW, Washington, D.C., 20036.

The Independent Living Research Utilization Project (ILRU) has a state-by-state list of programs for learning disabled adults who want to learn how to live on their own. They also help groups who want to start an independent living center. To learn more, call:

Independent Living Research Utilization Project
3233 Weslayan
Suite 100
Houston, TX 77225
(713) 960-9961

(C) Copyright PACER Center, Inc.-1987. PACER Center, 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

National Network of Learning Disabled Adults is a group run by and for people who are learning disabled. You can get their free newsletter and list of self-help groups. To learn more, call:

National Network of Learning Disabled Adults
808 North 82nd Street
Suite F2
Scottsdale, Arizona 85257
(602) 941-5112

Time Out to Enjoy provides national information and resource referral for learning disabled adults. They also have a newsletter. Call:

Time Out to Enjoy
P.O. Box 1084
Evanston, IL 60204
(312) 940-9633

PEOPLE IN TRANSITION: A COLLEGE STUDENT

"If you had $3,000 to spend any way you wanted, what would you do with it?" asked one of the judges at St. Louis Park's "Party in the Park" pageant.

"I'd give it to communities to set up summer, get-together sessions where kids with learning disabilities could talk about problems," responded Eve Swartz, one of the princess contestants and now a student at Minneapolis Community College, during her interview.

Eve hadn't wanted to bring up her learning disability; she was afraid maybe the judges would think she was trying to make them feel sorry for her so she'd win. But they were asking so many deep questions, and her learning disability was such a big part of her life that she found she couldn't avoid its mention.

"If you could change anything about yourself, what would it be?" they'd asked.

"My dyslexia," she told them.

Summertime had always been one of the worst times for her as a child and teen-ager. It was when there was no one around but the neighborhood kids, who knew she had problems in school and liked to call her "retard". There weren't nice teachers around to provide a balance and tell her she was doing O.K. and was an all right person. She wanted kids like her to have a place they could meet during the summer to share experiences and get some reassurance.

The judges seemed impressed when they learned of her "hidden handicap" and how she's overcome some of its restrictions.

Eve's development as an infant had gone well, at first. She talked early; by eight months, she was saying several words, and her mother recalls, "I thought I had some kind of genius on my hands."

But by two and a half, her mother was worried. Eve couldn't remember the most simple of nursery rhymes. The family suspected something was wrong, but they didn't know what. They discovered that if they set her ABC's and the nursery rhymes to little songs, she could remember and recite them well. But not without the songs.

First grade was miserable. Hyperactive and unable to get along with the other children or concentrate on class work, Eve spent most of the year screened off in a corner at the back of the room.

There were arguments about medication. Doctors at one clinic advised she needed one-to-one contact, not drugs. Doctors at another prescribed a low dose of Ritalin.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

The Ritalin was finally begun, and her mother recalls almost overnight improvement. She drew a picture which won a compliment from the teacher, but could barely accept that she'd actually done it because "It was pretty!" Till then, drawing efforts had been only scribbles.

Still, school except for math and speech classes would never be easy. An interesting and adept conversationalist, Eve has never reached a reading level higher than fourth grade although she believes she could do a little better "if I just didn't know I was being tested. I really freeze when I know I'm being timed."

For other kids, schoolwork can mean a challenge, doing something they know they're good at, she explains. For her, schoolwork just meant, "Oh great. Now I'm going to do something I'll fail at again."

During Eve's early school years, testing results indicated that she should be placed in the districts program for students who were educable mentally retarded.

"I was pretty depressed. I can remember coming home at night, and I'd sit in my bedroom and try to convince myself, 'Well, I guess I am retarded. After all, that's what they say is wrong with me. That's just what I'm going to have to work with in my life.'"

She began to form a different picture of herself in ninth grade when a new school psychologist assessed her. His test results indicated she was learning disabled and had been inappropriately placed before. In high school, she went to a learning center for some English and reading classes and social studies, but took other course work "outside" in the mainstream. She's especially proud of the top grade she received for a speech class where she was finally able to capitalize on her verbal skills and ability to "wing it." One teacher especially was encouraging and supportive and helped her overcome some of the ego blows suffered earlier.

Somehow, through the difficult years, she had developed tremendous coping skills. "Eve's very tenacious and stubborn," her mother says, adding that sometimes those possibly negative qualities come in handy. "She just doesn't give up."

"Her hyperactivity was a disadvantage when Eve was younger. But now, it's an advantage. She has a high energy level and can work very quickly."

Her schedule as an adult verifies that. A student who's taking nine credits at Minneapolis Community College, she also worked as a waitress at one restaurant and a dining room hostess at another.

Eve's first post-secondary vocational training was a course at Minneapolis Technical Institute in nursing assistanceship. She compensated for her lack of reading skill by arranging with instructors to tape classroom lectures each day. She re-listened to the tapes each evening. "I pick up a lot more through recording and then listening again. When I'm listnening, I remember myself sitting in class, and hearing the other kids' questions, and I really learn from the teacher's answers," she says. The lab classes in the course were easy as she could quickly learn the skills taught in an "on-the-job" type setting. She also persuaded the school to let her take the final exams orally and finished the course with one of the highest grades.

When she entered the "Party in the Park" pageant in the summer of 1985, she made a promise to herself that if she won anything, she would return the honor by helping other kids with learning disabilities who'd known the same hurt she had.

She had wondered often if she could become some kind of counselor or teacher of learning disabled youngsters. "I'd never treat a child the way I was. They have so much anger they need to get out. I'd teach them coping, or survival skills, how you can get along better in the world."

In that direction, she enrolled last fall in Minneapolis Community College, which has developed programs for LD students. She began the first quarter with seven credits and then advanced to nine. Again, she compensated for reading difficulties with her tape recorder. The textbooks have tapes, she says, and she can go to a learning center for help from a tutor. Each class has a non-learning-disabled student who has agreed to take notes during lectures and make them available to others.

So far, she has a B average and is more determined than ever to become a teacher of some kind. She's not waiting for college graduation, however, to begin. She's already worked with groups through the Minnesota Association for Children and Adults with Learning Disabilities. And she told her story to a large audience present at the MACLD state conference. At her church, she and her mother helped organize and present panels about "hidden handicaps" to an adult education class.

"I really want to talk to big group about kids with learning disabilities. I want to let people know how these kids just have to be fighters. But they can make it," Eve says with conviction.

GETTING A JOB

Some students may want to get a job after they graduate from high school. Some may need money or want a break from studying. Others may want to use their skills in the work world. It could be a choice that you want to think about.

WHERE CAN I GET HELP WITH FINDING A JOB?

If you want to get a job right after high school, you need to plan ahead so you can learn job skills. One way to plan ahead is to have a vocational assessment while you are in high school. This can help you find out what kind of work you like to do and what kind of work you do well. You can plan to have one done as part of your Individual Education Plan (IEP). A law called the Carl Perkins Act of 1984 says that students with disabilities can get help with planning for jobs while they are in high school. You can also get help after you graduate. If you can't decide what kind of work you can do, you should talk with your teacher or school counselor.

You will need to learn how to look for a job and how to fill out applications for work. You will need to learn what to say and how to act in a job interview. This is called job-seeking skills. You can learn job seeking skills as one of your goals in your Individual Education Plan (IEP).

CAN I GET SPECIAL HELP IN FINDING A JOB?

You can talk with your school counselor about job planning. You can also apply for help from the Division of Rehabilitation Services. This agency helps people with disabilities find jobs.

IS GETTING A JOB WITHOUT SPECIAL TRAINING A GOOD IDEA?

The kind of job you can get without special training will usually pay minimum wage. It may be a good way for you to learn what it's like to work. You can have a chance to find out what some jobs are like. It may even help you find some work you'd like to get more training in. You may need some extra time to learn to live on your own and take care of your own money. You may need to learn to use the bus or how to get along with friends or people at work. You may need more time to plan for school, work, or how you will use your free time.

I WANT TO GO ON FOR MORE SCHOOLING, BUT I'M NOT SURE I CAN HANDLE IT. IS THERE SPECIAL HELP FOR ME TO GET READY FOR TRAINING?

Many schools and other groups have special programs that teach the skills you will need to keep a job or to get you ready for more training. You may want to pay a private tutor to help you learn how to study better. A tutor could also help you finish work for school. You can call the Association for Children and Adults with Learning Disabilities to learn more about this. They can tell you where to go to get the kind of help you need.

(c) 1986. No portion of this material is to be reproduced without written permission.
PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966

HOUSING

People with disabilities need to find housing that they can pay for. They also have to find housing that is accessible. As you plan for the future you may need to know about housing that you can afford. You may need to find a home that is easy to get into and move around in. You may need help finding a place to live.

I WANT TO LIVE ON MY OWN, BUT HOW CAN I PAY FOR HOUSING?

People who don't make much money can afford housing by living in subsidized rental housing. This means that a disabled person who qualifies for this program would pay part of the rent and the rest would be paid by the Department of Housing and Urban Development (HUD), an agency of the U.S. government.

CAN I GET SUBSIDIZED HOUSING?

There are several subsidized or low-cost rental housing programs for people with disabilities. All of them are funded by the Department of Housing and Urban Development. Each one has different rules about who can get help.

WHAT ARE THE PROGRAMS AND WHO CAN GET HELP?

Low Income Public Housing has housing for handicapped and disabled persons. Local Housing and Redevelopment Authorities (HRA's) control all public housing. The rules about who can live in this kind of housing and the number of apartments to rent are different in each area. Call the HRA near you to find out more about this kind of housing.

Section 8 Housing Programs are open to people with disabilities. Each county has its own limit on how much money a person or family can make to qualify for this rent help.

Section 8 Existing Housing
This program helps pay the rent on any kind of housing that a person who qualifies can find in the private market. This could include an apartment, house, duplex or mobile home that meets standards set by the HRA. The person would pay 30% of his/her income for rent. The rest of the rent would be paid by the Department of Housing and Urban Development (HUD) to the person who owns the building. You can apply for this program only at certain times. Local newspapers print these times, or you can call your local HRA to find out the dates. Look in the yellow pages under Government Offices, Housing Information, to find the number or call the information operator at 411 to get the number to call.

Section 8 New Construction
This program pays some of the rent in certain apartment buildings for people who qualify. In some buildings, all the apartments may be subsidized. In other buildings, only some of the apartments can be subsidized. You apply to the building manager who will tell you about who can be in the program. The building manager can also tell you how many apartments there are, and how much the rent is.

(c) Copyright PACER Center, Inc. - 1986. No portion of this material is to be reproduced without written permission. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Section 236 Housing provides a low interest loan to owners of certain apartment buildings so they can charge lower rents. You should ask the building managers if the building can get the Section 236 subsidy. Anybody can be part of this program. Rent is based on how much money a person makes.

WHEN SHOULD I APPLY FOR SUBSIDIZED HOUSING?

Many of these rental units have long waiting lists. If you want to look for an apartment, you will need to plan far ahead of time so that you can get your name on a waiting list. Make calls or visits to the manager of the building where you want to live so you will know about openings. The manager will also know that you are ready to fill any vacancy he may have.

BECAUSE OF MY DISABILITY, I NEED ACCESSIBLE HOUSING. WHERE CAN I FIND THAT?

All Section 8 New Construction housing that is planned for handicapped persons will be barrier-free. Other places may not be barrier-free. You will need to find out if an apartment or house fits your needs. Here are some questions you may need to ask:

Is there an entry ramp?
How slippery are the floors?
How wide are the doorways?
Is there parking nearby?
Is there an elevator?
Can I get into the bathroom, the shower or bathtub?
Can I use the kitchen sink, countertops and appliances easily?
Can I reach light switches?
Is it close to where I work or go to have fun?

If an apartment is not barrier-free you might be able to make some changes so you can use it. For example, an apartment manager could put grab-bars in the bathtub, or remove a door from its hinges to make the entry to a room larger. Check the building wide rules in your state to learn about the regulations on Barrier - Free buildings

PERSONAL CARE ATTENDANT PROGRAM

WHAT IS THE PERSONAL CARE ATTENDANT PROGRAM?

Sometimes a person who is severely disabled needs help taking care of personal needs such as bathing, dressing and feeding. In most states, Medical Assistance benefits pay a Personal Care Attendant (PCA) to give this care so that the person with a handicap can live at home.

WHO QUALIFIES FOR THE PERSONAL CARE ATTENDANT PROGRAM?

You must be eligible for Medical Assistance and have a doctor's prescription for your personal care needs. You qualify automatically for Medical Assistance if:

*Your family gets Aid to Families with Dependent Children (AFDC) or Minnesota Supplemental Aid (MSA)

or you may qualify if:

*You are a citizen of the United States
*You live in Minnesota
*You are under age 21, over age 65, pregnant, blind or certified disabled by the Social Security Administration or the State Medical Review Team
*Your income and assets are not above MA standards
*You are willing to assign your medical insurance benefit rights to the Department of Human Services

WHAT DOES THE PERSONAL CARE ATTENDANT PROGRAM PROVIDE?

The Program will pay the personal care attendant (or attendants if you need more than one) up to a maximum of 200 hours of care per month.

WHAT KINDS OF CARE CAN BE PROVIDED?

Your doctor must prescribe the kind of care you need. In addition to help with bathing, dressing, and feeding, it could include help with such things as exercising, giving medicines, or helping with bowel and bladder care.

CAN HOUSEKEEPING ASSISTANCE BE PROVIDED?

Personal Care Attendants cannot help with housekeeping jobs such as cleaning, shopping or doing laundry. Another program offered by the County Human Service Agency called "CHORE" Services could provide a homemaker to do those jobs. A separate application is required, and eligibility rules are different among counties.

WHAT ARE THE QUALIFICATIONS OF A PERSONAL CARE ATTENDANT?

At this time, there are no rules in Minnesota about who can qualify as an attendant except that it cannot be a member of the disabled person's family. The attendant hired must develop a care plan with a supervising registered nurse. The nurse must meet with the attendant once every six months to review the personal care plan and make sure that the attendant is giving proper care. New rules are now being developed that will change who can qualify as a personal care attendant.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966

SELF-ADVOCACY

WHAT IS A SELF-ADVOCATE?

A self-advocate tries to get what he/she needs. If a self-advocate needs housing, food, or a job, that person will call, write, or talk to people to try and get those things.

DOES A SELF-ADVOCATE DO EVERYTHING ALONE?

No. A good self-advocate knows how to ask questions and get help from other people. They just don't let other people do everything for them or tell them what to do.

I'M AFRAID TO ASK QUESTIONS OR TELL PEOPLE WHAT I THINK. WHY CAN'T I JUST LET OTHERS DO THINGS FOR ME?

If you can't tell other people what you think and how you feel, you may not get what you want or need. You may get what someone else thinks is best for you. If you are passive, you can't be a good self-advocate.

HOW DOES A PASSIVE PERSON ACT?

Passive people let others tell them what to do. They stay quiet even when they don't agree. Passive people may feel angry and upset, but don't say anything. They don't want to cause trouble for anyone. They may feel guilty if they don't do what other people want them to do. They think other people can read their minds. They may only give hints about what they want or not say anything at all. Others may push passive people around. A self-advocate does not let that happen.

I DON'T WANT ANYBODY TO PUSH ME AROUND. SHOULD I YELL AT THEM AND GET ANGRY SO I CAN GET WHAT I WANT?

Yelling at people won't help you get what you need. That is aggressive and other people will just start to yell back at you. They won't listen to what you have to say.

HOW DOES AN AGGRESSIVE PERSON ACT?

Aggressive people think they can get what they want by yelling at other people. They talk in a loud and angry way. They do not think about other people's feelings. Sometimes it's hard to get the help you need. It will be even harder to get help if you yell and scream. This makes other people angry. They will not listen to you, and will not want to help you.

(c) PACER Center, Inc., 1986. No portion of this material is to be reproduced without written permission. PACER Center, 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

WHAT'S THE RIGHT WAY FOR A SELF-ADVOCATE TO ACT?

A self-advocate is assertive. Assertive people tell others what they want and need. They do not demand things. They respect the rights and feelings of other people. They talk about their ideas with other people. They ask questions and get help. Then they make up their own mind about what to do. They don't let other people tell them what to do. They may have strong feelings, like feeling angry. They just don't let their feelings take over. They don't scream and yell.

HOW DO I KNOW IF I'M BEING ASSERTIVE?

You can ask yourself some questions when you are talking to people:

1. AM I LOOKING AT THE PERSON I AM TALKING TO OR AM I LOOKING AT THE FLOOR, THE WALLS, OR OUT THE WINDOW? It's sort of scary to look at someone when you want something, but if you look at them as you talk they will know that you mean what you say.

2. DO I LOOK LIKE I BELIEVE WHAT I SAY? AM I TURNING MY BODY AWAY FROM THE PERSON I AM TALKING TO? AM I BENDING OVER IN MY CHAIR AND NOT LOOKING AT THE OTHER PERSON? If you do these things, the other person will think that you are scared and that you don't really believe what you say.

3. HOW AM I SPEAKING TO THIS PERSON? If you speak too softly or mumble, people won't hear you well. You will sound like you don't mean what you say. If you yell or speak very loudly, people won't listen to you. They will just hear you yelling and get angry. If you are assertive, you will speak clearly and make sure that others know what you think and how you feel.

4. AM I MAKING SENSE? If you are assertive you plan ahead what you want to tell others. You practice what you want to say to them. You can tell people what you think or how you feel without letting your feelings get in the way.

IF I AM ASSERTIVE, WILL I ALWAYS GET WHAT I NEED?

No, not always. Some people just won't listen, but you <u>do</u> have a much better chance of getting what you need if you are assertive. People will listen to you and respect you if you say what you want or need without yelling at others. You have the right to speak for yourself and be a self-advocate. You are a self-advocate if you are assertive.

SELF ADVOCACY is...

- Knowing your rights
- Standing up for your rights
- Taking responsibility for your life
- Asking for help because you want it and need it.

PACER CENTER
© 1986

SELF-ADVOCACY

WHAT IS A SELF-ADVOCATE?

A self-advocate is a person who tries to get what he or she needs. If a self-advocate needs a place to live, food, or a job, that person will call, write, or talk to people to try and get those things.

DOES A SELF-ADVOCATE NEED HELP FROM OTHER PEOPLE?

Yes, sometimes. They know how to ask questions and get help from other people. They just don't let other people do everything for them or tell them what to do.

I'M AFRAID TO ASK QUESTIONS OR TELL PEOPLE WHAT I THINK. WHY CAN'T I JUST LET OTHERS DO THINGS FOR ME?

You may not get what you want or need if you can't tell other people what you think and how you feel

HOW DOES A PASSIVE PERSON ACT?

Passive people let <u>others</u> tell them what to do. They let others boss them around. They stay quiet even when they don't agree. They may feel angry and upset, but do not say what they think. They don't want to cause trouble.

SHOULD I GET ANGRY AND YELL AT PEOPLE SO I CAN GET WHAT I WANT?

Do you know what happens when you yell at people? They will just get angry and yell back at you. They won't listen to what you have to say.

HOW DOES AN AGGRESSIVE PERSON ACT?

They think they can get what they want by yelling at other people. They talk in a loud and angry way. They do not think about other people's feelings. People may not want to help you if you yell and scream. They may feel angry. They will not listen to you, and will not want to help you.

WHAT'S THE RIGHT WAY FOR A SELF-ADVOCATE TO ACT?

A self-advocate is <u>assertive</u>. That means they tell others what they want and need. They respect the rights and feelings of other people. They do not demand things. They talk about their ideas with other people. They ask questions and get help. Then they make up their own mind about what to do. They don't let other people tell them what to do. They may have strong feelings, like feeling angry, but they don't scream and yell.

HOW CAN I BE ASSERTIVE?

1.

   Look at the person you are talking to. If you look at them as you talk they will know that you mean what you say.

2. Speak clearly. Make sure that others know what you think and how you feel. If you speak too softly, people won't hear you well. If you yell or speak loudly, people won't listen to you.

3. Plan ahead what you want to tell others. Practice what you want to say to them.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

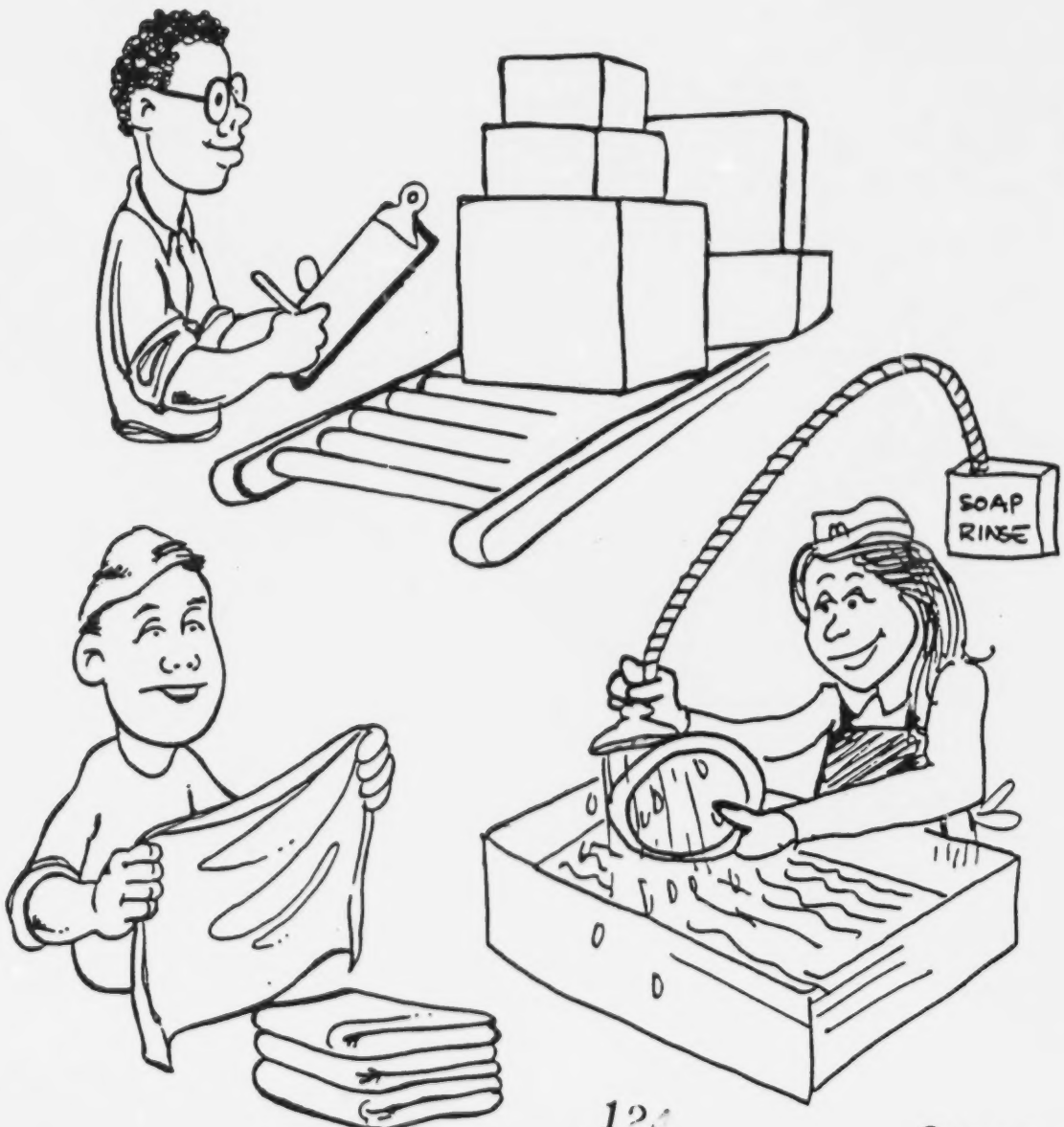
(c) 1986. PACER Center, Inc. 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

MINNESOTA

DIVISION OF REHABILITATION SERVICES

D. R. S.

HELPS PEOPLE WITH DISABILITIES GET JOBS



©1985 PACER CENTER

WHO CAN GET HELP?

If your disability makes it hard for you to find or keep a job,

AND...

If help from DRS will give you a better chance of finding a job, then that's a good place to start.

WHAT KINDS OF HELP CAN I GET?

You can learn about what kinds of work you do well. You can talk about what kinds of work you like to do. You may need training to learn a job, or help with finding a job. You can learn the skills you will need to keep a job, or how to change jobs.

WHERE CAN I GET HELP?

Sometimes a DRS counselor comes to your school to help students. Ask your teacher to help you set up a time to talk with the DRS counselor when he or she comes to your school,

OR

You can call DRS to find an office near you. The number to call is 296-5616.

WHEN CAN I GET HELP FROM DRS?

DRS can help you while you are still in high school. A DRS counselor will work with you and your teachers to plan the kinds of help you will need for special training or to find a job.

WHAT IF I HAVE TROUBLE GETTING HELP FROM DRS?

You can call the Client Assistance Project. A person will work with you to make sure you have the kinds of help you need. To reach them, you can call (612) 332-1441. The statewide toll free number is: 1-800-292-4150.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

SOCIAL WORK SERVICES HELP TO PLAN FOR YOUR NEEDS

Do you need help to plan for what you will do when you finish school? If you do, a social worker is a person who may be able to help you.

HOW WILL A SOCIAL WORKER HELP ME?

A social worker will help you find out what you need so that you can learn to live and work on your own. The social worker will:

* talk to you and get to know you
* talk with your family
* talk with your teachers at school
* learn what you want to do
* learn what kinds of help you need
* help you plan for your needs

WHAT CAN A SOCIAL WORKER HELP ME WITH?

Here are some of the things a social worker can do to help you:

Help you plan where you will live; will it be:

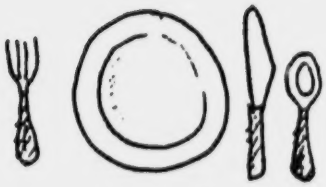
* at home?
* foster home?
* a group home?
* an apartment
* a house?

Make sure you have the help you need to find and keep a job.

Help you plan how you will use your money:

* plan a budget
* use a checkbook
* pay your bills

Help you get training to learn new skills so you can live on your own. Learn how to do things like:

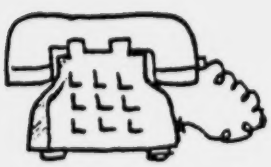


* clean your home
* cook your meals
* buy food and clothes

Help you learn to take care of personal needs:

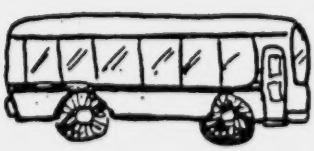
* buy clothes
* do laundry
* get a haircut
* get a check-up from your doctor or dentist

Help you learn to use the telephone:



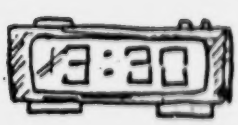
* to call your friends or family
* to call for help when you need it
* to call your boss when you can't go to work

Tell you where you can learn to ride buses so you can get:



* to work
* to see your friends and family
* to places to shop
* to where you want to go

Help you plan how to best use your time:



* time for your job
* time for housework
* time for fun

Help you learn about fun things to do with friends.

WHEN CAN A SOCIAL WORKER HELP ME?

A social worker can help you while you are in high school. You and the social worker will need time to plan for what you will do when you get out of school. The social worker can help you after you finish high school, too.

HOW DO I GET A SOCIAL WORKER?

Your family or your teachers or counselor at school can help you call a social worker. You will need to call the County Human Services office in the county where you live. A worker at the county office will help you set up a time to talk with a social worker.

WHAT SHOULD I DO IF I HAVE TROUBLE GETTING A SOCIAL WORKER?

You can call the Association for Retarded Citizens of Minnesota. A person will work with you to make sure you have the kinds of help you need. The number to call is: (612) 827-5641.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Section Five:

Communication Style Script

Instructions

The following scripts depict situations using passive, aggressive and assertive communication styles. The role plays can be demonstrated by the trainers, or can be performed and critiqued by students in the class.

Trainers should select from the following scripts those role play situations they feel are appropriate for their students' needs. Each script demonstrates a specific transition issue, such as IEP planning, moving out, or having a job interview. Students should be encouraged to demonstrate appropriate voice inflection and body language for each style. Discussion of the definition, characteristics, and results of each communication style should follow the role play demonstrations.

Students are especially eager participants in this component of the training program. It is useful to engage students in demonstrating a communication style which is different from one which they typically use. For example, a passive student can be encouraged to play an aggressive role, thus gaining some awareness of the body language and emotions for that type of response. Non-readers are able to participate in the role-plays as well. Some of the scripts are very brief, so that students can be verbally coached to give the appropriate responses. Brief rehearsals will allow students the opportunity to practice the appropriate delivery style.

Definitions of Communication Styles

I. Passive Communication

A. Definition: allowing others to treat you, your thoughts and feelings in whatever way they want, without your expression

B. Characteristics

1. You avoid problems.
2. You let others take advantage of you.
3. You become angry.

C. Results

1. You feel powerless.
2. You waste time.

II. Aggressive Communication

A. Definition: standing up for what you want, regardless of the rights and feelings of others

B. Characteristics

1. You attack people, not problems.
2. You let anger get out of control.
3. You demand, not request.

C. Results

1. Gives you temporary satisfaction
2. Offends others
3. Others fear you and want to avoid you.

III. Assertive Communication

A. Definition: standing up for personal rights and expressing thoughts, feelings and beliefs in direct, honest and appropriate ways which respect the rights of other people

B. Characteristics

1. Focus is on problems
2. Establishes good working relationships
3. Deals appropriately with anger
4. You express feelings.

C. Results

1. People will respect you.
2. Problems have a good chance of being resolved.
3. You feel good about yourself.

Class Scheduling

SCRIPT 1A

(demonstrates PASSIVE style)

SCHOOL COUNSELOR:	Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.
MARY:	I'm not sure. I never was interested in sewing.
SCHOOL COUNSELOR:	Well, this quarter they are sewing stuffed animals. I bet if you give it a try you will find it interesting and useful too.
MARY:	I'm not sure.
SCHOOL COUNSELOR:	I don't have much time. Let's give it a try. It is only a ten week class.
MARY:	O.K.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Class Scheduling

SCRIPT 1B

(demonstrates AGGRESSIVE style)

SCHOOL COUNSELOR:	Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.
MARY:	Are you crazy? I hate sewing!
SCHOOL COUNSELOR:	I was only suggesting...
MARY:	Don't you think I buy clothes in a store like everyone else? I want to take one of those computer classes.
SCHOOL COUNSELOR:	There are no openings.
MARY:	You probably didn't read the schedule right! (Mary grabs the schedule away and the counselor grabs it back.)
SCHOOL COUNSELOR:	We can always schedule a study hall, but then you will be missing one credit.
MARY:	Big deal, I'll never come back here! If I don't graduate it will be all your fault!

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Class Scheduling
SCRIPT 1C

(demonstrates ASSERTIVE style)

SCHOOL COUNSELOR: Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.

MARY: I never was interested in sewing. I tried it in junior high and it was a total flop. I was thinking about that computer class that teaches word processing.

SCHOOL COUNSELOR: There are no openings then.

MARY: If I talked with the teacher...

SCHOOL COUNSELOR: Well, when the program is closed there are to be no changes. Too many students can cause problems. Anyway your grades aren't real good, and sewing really makes the most sense.

MARY: I think one reason why my grades aren't good is that when I write papers my handwriting is so bad and my spelling isn't too great. I think using a computer would help.

SCHOOL COUNSELOR: I don't know.

MARY: If I talk to Mr. Johnson, the computer teacher, and explain my learning disability to him and he says it is okay, can I take the class?

SCHOOL COUNSELOR: If Mr. Johnson will take responsibility for the program, o.k., but I have to know by tomorrow morning. If not, I'll schedule the home ec. class.

MARY: I will talk with Mr. Johnson and have him call you this afternoon. I'll get back to you tomorrow morning. Thanks.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Moving Out
SCRIPT 2

(demonstrates PASSIVE style)

LINDA: Mom, Dad, I want to talk with you.

MOM: What is it dear?

LINDA: Where is Dad?

DAD: I'm here, now what's up?

LINDA: You both have been really great about me living here while I am going to the University.

MOM: This is your home.

LINDA: Yes, I know, but I am 20 years old and, well, there is this apartment right by the school..

MOM: Are you unhappy here?

LINDA: No, it's not that.

MOM: Then what?

LINDA: Well, I just think I want to be on my own and closer to school.

DAD: How could you afford it? When are you going to start being realistic? Two years of college haven't helped you much.

MOM: I hear all kinds of things about robberies and rapes in those places.

LINDA: In what places?

MOM: You know, campus housing and apartments. I just don't think I could handle the worry.

DAD: Now, now. Look at how you have upset you mother. Can we talk about this later?

LINDA: O.K., but...

MOM: With all your problems I know something bad would happen! Just last week I heard on the news...

LINDA: O.K. Mom, O.K.

DAD: It's settled then. What's for dinner?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

DRS Interview
SCRIPT 3

(demonstrates ASSERTIVE style)

DRS COUNSELOR: From the results of your tests it looks like you have difficulty in math and reading. I am not sure the electronics program is best.

CLIENT: I know math is a problem, and I guess I read kinda slow, but I really want to give this program a try.

DRS: Have you considered other fields such as janitorial or maintenance work?

CLIENT: I thought about what I want to do, and how much money I will need. You can get a really good paying job after two years of electronics training.

DRS: Yes, but you don't have the skills.

CLIENT: Maybe not right now, but do the tests say I can't learn?

DRS: No, but...

CLIENT: If the school will take me and has a class I can take to improve my math and reading...

DRS: What if they don't improve enough and you waste your time and money?

CLIENT: Well, after the first quarter if the school doesn't think I can make it, then I'll look for something else. Why don't I call the school and see what they say.

DRS: All right.

CLIENT: If the school will take me and has classes to improve my math and reading, will you cover some of the costs?

DRS: Only if the school will send me a letter saying you are accepted, and I get progress reports every two weeks, and at the end of the quarter we review your grades.

CLIENT: Great! I'll call you after I have met with the school people. Is there any other information you need about the program?

DRS: I'll need to know about tuition, fees, and financial aid information.

CLIENT: I'll get that to you. Thanks.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Class Scheduling/Adaptive Aids
SCRIPT 4

(demonstrates ASSERTIVE style)

SCHOOL COUNSELOR:	Well, Linda, looks like English has an opening fifth hour. You need a class then. I think you'd like this one; it's American short story authors.
LINDA:	I already have all my English credits. What I'd really like to take is a computer class.
SCHOOL COUNSELOR:	There are no openings fifth hour. And how would you use the computer, anyway?
LINDA:	I've already talked to Mr. Johnson, the occupational therapist about the equipment and the kinds of adaptive aids I need to be able to use it. And, if fifth hour is the problem, I can switch hours with my math class. There's another session of that during fifth hour.
SCHOOL COUNSELOR:	I don't know. I don't think there will be enough time to get the equipment adapted for you to use.
LINDA:	I can find out from Mr. Johnson how long it will take.
SCHOOL COUNSELOR:	Well, I'll need to know by tomorrow morning.
LINDA:	I'll talk to Mr. Johnson and let you know by this afternoon. Thanks.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Personal Care Attendant
SCRIPT 5A

(demonstrates PASSIVE style)

LINDA: Mom, can I talk with you and Dad about something?

MOM: What is it, Dear?

LINDA: Dad, are you listening?

DAD: Sure, what's up?

LINDA: You've both been really great about me living here while I'm going to the University.

MOM: Honey, this is your home!

LINDA: Yes, I know, but I am 20 years old, and well...I'd really like to live in the dorm at school.

MOM: At the dorm? Why? Are you unhappy here?

LINDA: No, it's not that.

MOM: Then why would you ever want to leave home?

LINDA: Well, I just want to be more on my own.

MOM: How could you ever do that? Who would take care of you?

DAD: Just accept it, Linda. You'll never be able to live away from home. You need too much help to get along.

LINDA: But couldn't I get an aide?

MOM: Oh, Linda. Don't be ridiculous. You can't trust some stranger! I just don't think I could stand worrying about what might happen!

DAD: Now look what you've done! You've upset your mother. We'll talk about this later!

LINDA: But, Dad...Oh, O.K.

MOM: With all your problems I just know something awful would happen. Did you read about that rape case in the papers last week?

LINDA: O.K., Mom, O.K.!

DAD: It's settled then. What's for dinner?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Personal Care Attendant
SCRIPT 5B

(demonstrates AGGRESSIVE style)

LINDA: Mom, can I talk with you and Dad about something?

MOM: What is it, Dear?

LINDA: Dad, are you listening?

DAD: Sure, what's up?

LINDA: You've both been really great about me living here while I'm going to the University.

MOM: Honey, this is your home!

LINDA: Yes, I know, but I am 20 years old, and well...I'd really like to live in the dorm at school.

MOM: At the dorm? Why? Are you unhappy here?

LINDA: No, it's not that.

MOM: Then why would you ever want to leave home?

LINDA: Well, I just want to be more on my own.

MOM: How could you ever do that? Who would take care of you?

DAD: Just accept it, Linda. You'll never be able to live away from home. You need too much help to get along.

LINDA: But couldn't I get an aide?

MOM: Oh, Linda. Don't be ridiculous. You can't trust some stranger! I just don't think I could stand worrying about what might happen!

DAD: Now look what you've done! You've upset your mother. We'll talk about this later!

LINDA: I don't care! My mind's made up. I'm leaving no matter what you think.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Personal Care Attendant
SCRIPT 5C

(demonstrates ASSERTIVE style)

LINDA: Mom, can I talk with you and Dad about something?

MOM: What is it, Dear?

LINDA: Dad, are you listening?

DAD: Sure, what's up?

LINDA: You've both been really great about me living here while I'm going to the University.

MOM: Honey, this is your home!

LINDA: Yes, I know, but I am 20 years old, and well...I'd really like to live in the dorm at school.

MOM: At the dorm? Why? Are you unhappy here?

LINDA: No, it's not that.

MOM: Then why would you ever want to leave home?

LINDA: Well, I want to be more on my own. And it would really help me to be closer to school. I waste so much time with all the transportation stuff...all the waiting and driving time. I could use that time for studying.

MOM: How could you ever do that? Who would take care of you?

DAD: Just accept it, Linda. You'll never be able to live away from home. You need too much help to get along.

LINDA: Just listen a minute, O.K.? I know it's kind of scary, but I've really checked it out. I can get an aide to help me. And the dorm is built so I can get around O.K. in my chair.

MOM: But, Linda, you can't trust some stranger! I'd worry too much.

LINDA: Mom, I know I can get help. The Independent Living Center can help me get an attendant. And the school has a special office for students with disabilities--there are people there who can help too.

DAD: Let's talk about this later. Your mother's upset.

LINDA: How about if I set up an appointment at the Independent Living Center and with my counselor at school. Then you can find out more about the kinds of help I can get.

DAD: Well--we can at least do that I suppose.

MOM: I guess that would be O.K.

LINDA: Thanks...it really means a lot to me.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Job Interview
SCRIPT 6A

(demonstrates PASSIVE style)

EMPLOYER: Why did you take special classes in school?

APPLICANT: I'm not really sure. I guess I was not a very good student.

EMPLOYER: Why weren't you a good student?

APPLICANT: I don't know. Maybe I didn't try hard enough.

EMPLOYER: Well, I need someone who is going to work hard.

APPLICANT: Oh!

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Job Interview
SCRIPT 6B

(demonstrates AGGRESSIVE style)

EMPLOYER: Why did you take special classes in school?

APPLICANT: What do you need to know for?

EMPLOYER: I want to know if you will have any problems on the job.

APPLICANT: Well, I won't.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Job Interview
SCRIPT 6C

(demonstrates AGGRESSIVE style)

EMPLOYER: Why did you take special classes in school?

APPLICANT: It is none of your business.

EMPLOYER: Well, without that information, I don't think I can hire you.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Job Interview
SCRIPT 6D

(demonstrates ASSERTIVE style)

EMPLOYER: Why did you take special classes in school?

APPLICANT: I learned slower than the other students, but I can learn. It just takes a little extra time. Once I learn a job, I'm a real good worker.

EMPLOYER: Do you think you can learn this job?

APPLICANT: Yes, if someone will show me how to do things and be there if I have questions. Will I have extra time if I need it?

EMPLOYER: I think we can arrange for that.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

143

IEP Meeting
SCRIPT 7A

(demonstrates PASSIVE style)

MS. JOHNSON: Well, I'm glad you could attend your Individual Education Planning meeting, Jane. Do you know what we are going to do here today?

JANE: Sorta.

MS. JOHNSON: We are going to decide what you should be learning during your senior year and figure what you will be doing after graduation. What do you think you would like to do after you graduate?

JANE: I don't know.

MS. JOHNSON: What interests you?

JANE: I don't know.

MS. JOHNSON: Well, what about home ec. -- a sewing class?

JANE: Hmm.

MS. JOHNSON: Good. We have an opening. Now what about math? --second hour--that should work.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

IEP Meeting
SCRIPT 7B

(demonstrates AGGRESSIVE style)

MS. JOHNSON: Well, I'm glad you could attend your Individual Education Planning meeting, Jane. Do you know what we are going to do here today?

JANE: Sorta.

MS. JOHNSON: We are going to decide what you should be learning during your senior year and figure what you will be doing after graduation. What do you think you would like to do after you graduate?

JANE: You mean after I get out of this stupid school?

MS. JOHNSON: I don't think your attitude is very helpful.

JANE: Well, I hate this school and no matter what class I have next year, I'm still going to hate it!

MS. JOHNSON: We'll never get your schedule planned this way, Jane.

JANE: So, what's it to you?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; 612) 827-2966.

IEP Meeting
SCRIPT 7C

(demonstrates ASSERTIVE style)

MS. JOHNSON: Well, I'm glad you could attend your Individual Education Planning meeting, Jane. Do you know what we are going to do here today?

JANE: Sorta.

MS. JOHNSON: We are going to decide what you should be learning during your senior year and figure what you will be doing after graduation. What do you think you would like to do after you graduate?

JANE: Well, I was thinking about being a maid in a hotel or working in the kitchen making salads and things like that.

MS. JOHNSON: Oh, well those are some good ideas.

JANE: Can I take a class next year to teach me how to be a maid or make salads?

MS. JOHNSON: Well, let's see. We have a home economics class. I can check with the teacher to see if she would let you learn salad preparation. How about a pre-vocational class where you learn about interviewing and job applications?

JANE: That sounds good. I would really like it if I could learn about cooking and salad making. But if I don't like it, can I change?

MS. JOHNSON: Well, we can talk about it if you have a problem. Let's get started and see how it goes. Okay?

JANE: Okay, thanks.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

DRS Application Interview

SCRIPT 8A

(demonstrates PASSIVE style)

DRS COUNSELOR: My name is Ann and I work for the Division of Vocational Rehabilitation in the Department of Jobs and Training. I help people with disabilities find employment. In order for you to be eligible, you just need to complete these forms and then we will evaluate you. Any questions so far?

SALLY: Well ah...

DRS COUNSELOR: No questions--great! After you have a vocational evaluation, we will figure out what kind of job you can do. I will set up these evaluations with your school. Call me in a week and I will tell you where to go and when. You just fill these forms out and send them back right away.

SALLY: Yeah.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

DRS Application Interview
SCRIPT 8B

(demonstrates AGGRESSIVE style)

DRS COUNSELOR: My name is Ann and I work for the Division of Vocational Rehabilitation in the Department of Jobs and Training. I help people with disabilities find employment. In order for you to be eligible, you just need to complete these forms and then we will evaluate you. Any questions so far?

SALLY: I'm not taking any evaluation or whatever you call it. What do you need all these forms for anyway?

DRS COUNSELOR: To be eligible for VR services, you have to fill out these forms...

SALLY: Can't you just get me a job?

DRS COUNSELOR: First you have to fill out these forms and have a vocational evaluation.

SALLY: I want a job. I don't want to waste time...

DRS COUNSELOR: Don't you listen? In order for me to help you, you have to...

SALLY: Yeah. I heard what you said but I think this whole thing is dumb and a waste of time. Fill out your own dumb form.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

DRS Application Interview
SCRIPT 8C

(demonstrates ASSERTIVE style)

DRS COUNSELOR: My name is Ann and I work for the Division of Vocational Rehabilitation in the Department of Jobs and Training. I help people with disabilities find employment. In order for you to be eligible, you just need to complete these forms and then we will evaluate you. Any questions so far?

SALLY: I am not sure I understand what you mean. What do you do again?

DRS COUNSELOR: I am a vocational rehab counselor. My job is to help people with disabilities get jobs. I wanted to meet with you before you get out of school so we can figure out what kind of help you might need getting or keeping a job.

SALLY: Okay. You said something about an evaluation or something like that. I don't do real good on tests.

DRS COUNSELOR: Well, a vocational evaluation is kind of like a test, but you take a vocational evaluation so that we can figure out what you are good at, what you are interested in and what may be hard for you.

SALLY: Well, math and spelling are hard for me and I'm not real sure what I am good at.

DRS COUNSELOR: I bet a vocational evaluation would help us plan for after graduation. You said you had problems spelling. Would filling out a form be a problem?

SALLY: Yes it would. I need help filling out forms.

DRS COUNSELOR: Okay. Let's do it together. I'll ask the questions and write down your answers.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

Section Six:

Project Evaluation

Project Evaluation, A Summary

As a special project funded by the Office of Special Education and Rehabilitation Services, PACER was required to evaluate all components of our *Students in Transition Using Planning* program. Included for your reference are samples of all the evaluation forms.

Evaluation of the project be the trainers involved two components. The first was the "Program Information" form. The lead trainer completed this form which gave basic descriptive data about the training participants. The second component was an evaluation of each of the three training sessions. The program for students with learning disabilities or physical handicaps included a 6-7 question evaluation to be completed after each session on Future Planning, Disability Rights and Self-Advocacy/Communication Skills. The program for students with mental retardation included a 6-10 question evaluation to be used following each session on Future Planning, Rehabilitation Services, and Social Work Services.

The student evaluation of the program consisted of three questions to be answered after each class session. The evaluation was used for all students, including students with physical handicaps, learning disabilities and mental retardation. The questions were read aloud to the students. Additionally, it was explained to students that the purpose of the evaluation is to get their feelings about how useful the class was to them and what changes could be made for improving the class for other students in the future.

During the first year of the project, 35 students with learning disabilities and 22 students with physical handicaps participated in the program. Program evaluations were completed by 15 teachers during year one. A total of 331 students participated in the project during the second year, including 198 students with learning disabilities, 55 with mild mental retardation, 8 with physical handicaps and 70 with emotional and behavior disorders. The project was evaluated by 26 teachers during year two. This trainers notebook was completed during the third year while the pilot program for students with hearing impairments was taking place. Results will be available in PACER Center's Annual Report (1987-88).

The majority of students liked the program and felt what they learned was useful. Students reported that the future planning activity helped them think about the future. Many students commented that the activity brought the future more into focus and forced them to think about future options--something they hadn't formerly done. Typical student responses included:

"I enjoyed it. It helps me think about what I need to do."
"It helps you plan your future."
"I feel this class has helped me a lot."
"I know my rights and what I should get."
"It helped me because I had no idea about the law."
"I learned more about myself, and feel a lot better and more confident now than I did before."
"It will help you try to not lose your control all the time."
"Learned how to talk to people."

Trainer evaluation of the program for students with learning disabilities indicated that of the three sessions, (1. Future Planning, 2. Rights, and 3. Communication Styles) the third session on Communication Styles was considered to be the most effective session. Trainers reported that students responded very positively to the content of the materials presented and the role playing activity used to portray different communication styles.

The second session on Rights was considered by the trainers to be the least effective of the three sessions. The information covered in this session is somewhat technical and requires students to view themselves as a person with a disability and, therefore, protected by certain disability rights. Students unaccustomed to considering themselves as disabled had difficulty in understanding the relevance of the information presented in this session.

The optional session on What is a Learning Disability? (Learning Disability Outline Addendum) was developed to help clarify for students what their disability is and how it may affect their lives. With this type of information, students may be better prepared to understand the relevance of the information on rights which may protect them from discrimination based on their disability.

The session on Future Planning was seen by trainers as effective in helping students identify future options and helping students understand the goals they need to set in order to obtain the life style they wish to achieve.

The overhead transparencies used in each of the three sessions were reported to be very effective as a means of communicating ideas visually to students. For the most part, teachers modified the student material to meet the specific needs of the students participating. Modifications included increased time on the materials, development of additional activities and the inclusion of outside speakers.

Among teachers of students with physical disabilities, there was strong agreement that the three sessions presented useful information at an appropriate age level to students, using a format that held the student's interest. The second session on Disability Rights was perceived as more applicable to students with physical handicaps. Comments included:

> "Our students were very interested, and I think pleased to know about their rights."

The teacher evaluations for the program for students with mental retardation rated positively the variety of presentation methods utilized, including lecture, use of transparencies, role play, student interaction and handout materials. Teachers felt that topics presented were relevant to student needs and interests and that repetition of concepts helped to reinforce learning. Suggestions for improving the training include allowing additional time for students to practice communication skills and to provide more opportunities for student feedback.

Program Information

for Students with Learning Disabilities or Physical Handicaps

Training Site: _____

Training Dates: _____

Lead Trainer: _____

1. Who presented the training? Check those that apply.

   ___ Mainstream secondary teacher
   ___ Special education teacher
   ___ Parent of student/young adult with a disability
   ___ Person with a disability
   ___ Other (please specify) _____

2. If a person with a disability served as a co-trainer, describe briefly:

   Age _____

   Disability_____

   School status _____

   Employment status _____

3. List the number of students from each disability group who participated in the training program:

   _____ Learning disabled
   _____ Physically handicapped
   _____ Mentally retarded
   _____ Hearing impaired/deaf
   _____ Other (specify number and disability) _____

4. _____ Total students trained

5. How did you present the three sessions?

   ___ Three days in a row
   ___ Alternate days, (i.e. Monday, Wednesday, Friday)
   ___ Over several weeks
   ___ Other (please describe) _____

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation
SESSION 1: Future Planning

Training Site _____

Training Date _____

1. How effective was the Future Invention exercise in helping the students identify options to consider for future planning?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. How effective was the Future Invention exercise in helping the students understand the goals they need to set in order to obtain the lifestyle they wish to have?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. If a person with a disability served as a co-trainer, describe that person's role in the Future Planning session. Check those that apply:

   ___ Related personal experiences to support the lead trainer's presentation

   ___ Presented a portion of the curriculum as outlined (specify outline sections)

   _____

   ___ Presented the curriculum as lead trainer

4. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

5. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

6. What suggestions do you have for improving the Future Planning session?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation

SESSION 2: Disability Rights

Training Site _____

Training Date _____

1. Was the training effective in helping the students learn the laws that protect their civil rights?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. Was the training effective in teaching students about the community resource necessary to meet their individual needs?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. If a person with a disability served as a co-trainer, describe that person's role in the Disability Rights session. Check those that apply:

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

4. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

5. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

6. What suggestions do you have for improving the Disability Rights session?

(c) 1986. PACER Center, Inc. 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation

SESSION 3: Self-Advocacy/Communication Skills

Training Site _____

Training Date _____

1. Was the training effective in helping the students identify passive, aggressive and assertive communication styles?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. Was the training effective in helping students identify how feelings and attitudes effect the way they communicate?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. If a person with a disability served as a co-trainer, describe that person's role in the Self-Advocacy/ Communication Skills session. Check those that apply:

   ____Related personal experiences to support the lead trainer's presentation.

   ____Presented a portion of the curriculum as outlined (specify outline sections)

   _____

   ____Presented the curriculum as a lead trainer.

4. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

5. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

6. What suggestions do you have for improving the Disability Rights session?

7. How would you rate the effectiveness of the total student training curriculum (3 sessions)?
   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

(c) 1986. PACER Center, Inc. 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Program Information

For Students with Mental Retardation

Training Site: _____

Training Dates: _____

Lead Trainer: _____

1. Who presented the training? Check those that apply.

   ___ Mainstream secondary teacher
   ___ Special education teacher
   ___ Parent of student/young adult with a disability
   ___ Person with a disability
   ___ Other (please specify) _____

2. If a person with a disability served as a co-trainer, describe briefly:

   Age _____

   Disability_____

   School status _____

   Employment status _____

3. List the number of students from each disability group who participated in the training program:

   _____ Learning disabled
   _____ Physically handicapped
   _____ Mentally retarded
   _____ Hearing impaired/deaf
   _____ Other (specify number and disability) _____

4. _____ Total students trained

5. How did you present the three sessions?

   ___ Three days in a row
   ___ Alternate days, (i.e. Monday, Wednesday, Friday)
   ___ Over several weeks
   ___ Other (please describe) _____

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation
SESSION 1: Future Planning

Training Site _____

Training Date _____

1. How effective was the Future Invention exercise in helping the students identify options to consider for future planning?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. How effective was the IEP role play in helping students identify passive, aggressive and assertive communication styles?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

4. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

5. What suggestions do you have for improving Session 1?

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation

SESSION 2: Division of Rehabilitation Services

Training Site _____

Training Date _____

1. How effective was the DRS roleplay in helping students identify passive, aggressive and assertive communication styles?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. How effective was the roleplay as a means of helping students understand DRS services?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. How effective were the student roleplays in helping students identify passive, aggressive and assertive communication styles?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

4. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

5. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

6. What suggestions do you have for improving Session 2?

(c) 1986. PACER Center, Inc. 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966.

Teacher Evaluation

SESSION 3: Social Work Services

Training Site _____

Training Date _____

1. How effective was the social work exercise in helping students identify areas in which they may need assistance?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

2. How effective were the student/social worker roleplays in helping students verbalize their needs for assistance?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

3. Were the overhead transparencies an effective visual aid?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

4. Did you modify the curriculum outline for your presentation?

   Yes ___ No ___ If yes, describe briefly the changes you made:

5. What suggestions do you have for improving Session 3?

6. Is the information provided in the handouts useful for the students to know?

   Very useful ___ Useful ___ Somewhat useful ___ Not useful ___

7. Are there specific handouts which you found particularly useful?

8. What suggestions do you have for improving the handouts?

9. How would you rate the effectiveness of the total student training curriculum (3 sessions)?

   Very effective ___ Effective ___ Somewhat effective ___ Not effective ___

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417, (612) 827-2966

Student Evaluation
SESSION 1

AGE _____

DATE _____

Please answer the following questions:

1. Did you like this class session?

   Yes ____ No ____

2. Did this class session give you any new ideas to think about?

   Yes ____ No ____ I'm Not Sure ____

3. Do you think that what you heard in this class session will help you after you get out of high school?

   Yes ____ No ____ I'm Not Sure ____

4. Please write any comments you have about this class session.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417 (612) 827-2966

183

Student Evaluation
SESSION 2

AGE _____

DATE _____

Please answer the following questions:

1. Did you like this class session?

   Yes ____ No ____

2. Did this class session give you any new ideas to think about?

   Yes ____ No ____ I'm Not Sure ____

3. Do you think that what you heard in this class session will help you after you get out of high school?

   Yes ____ No ____ I'm Not Sure ____

4. Please write any comments you have about this class session.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417 (612) 827-2966

Student Evaluation
SESSION 3

AGE _____

DATE _____

Please answer the following questions:

1. Did you like this class session?

   Yes ____ No ____

2. Did this class session give you any new ideas to think about?

   Yes ____ No ____ I'm Not Sure ____

3. Do you think that what you heard in this class session will help you after you get out of high school?

   Yes ____ No ____ I'm Not Sure ____

4. Please write any comments you have about this class session.

(c) 1986. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417 (612) 827-2966

Section Seven:

Appendix

APPENDIX

Laws

T16 "Carl Perkins Vocational Education Act"

Public Law 98-524

Useful Information for Parents of Students with Disabilities

T27 "Residential Options for Persons with Mental Retardation"

T32 "Guardianship: An important issue to consider"

T33 "Learning to Make Decisions: Students and the IEP"

T42 "Supplemental Security Income"

VOCATIONAL EDUCATION NEEDS OF STUDENTS WITH HANDICAPS: SPECIFICALLY ADDRESSED BY CARL PERKINS ACT

The Carl Perkins Vocational Education Act, a federal law with important implications for handicapped students, has taken effect this year and will influence the way in which federal dollars for vocational education programs are spent in Minnesota.

Like previous laws, this one continues a requirement that ten percent of federal money for vocational education be set aside for the special vocational programming needs of handicapped students. The Perkins Act, however, has some new provisions that are even more encouraging for special education students.

Let's first, however, take a look at some background information about vocational education. A parent who has become knowledgeable about the special education structure will find him/herself facing a new system when s/he becomes involved in vocational education. The two systems are quite separate in Minnesota.

On the executive level of state government, the State Board of Vocational Technical Education has responsibility for implementing the Carl Perkins Act and for deciding what portion of federal money will go to post-secondary vocational programs and what portion to programs on the secondary level. The Vocational/Technical Board is responsible for the 38 AVTI schools in Minnesota. The Board implements the Perkins Act at the secondary level through a contract with the State Board of Education.

Administratively, the state's Divisions of Special Education and of Vocational Education are separate entities within the Department of Education.

Consumers have a voice on a State Council on Vocational Technical Education, a council required by the Perkins Act. One member of the 13 person council must be a representative of special education. The Council is to advise the Board and make reports concerning policies the state should follow to strengthen vocational education with particular attention to programs for the handicapped.

Vocational and special education overlap in the recurring recognition throughout the Perkins Act of the vocational needs of handicapped students. Each state must ensure that the vocational education system provides equal access to handicapped students (among others) in recruitment, enrollment, and placement activities and to the full range of vocational programs available to other students at both the secondary and post-secondary levels.

According to the Perkins Act, those school districts which conduct vocational education programs and, thus, receive federal money relayed through the state, must provide the vocational education programs in the least restrictive environments - that is, programs for all students must be adapted for the special needs of students with handicaps; students with handicaps are not to be automatically segregated in their own programs. Further, vocational education services must be included in a student's IEP when his/her need for such services has been established.

(c) 1986. PACER Center, 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966

When a handicapped student has reached ninth grade, by the latest, his/her parents must be informed of vocational education opportunities. Each handicapped student who enrolls in vocational education shall receive:

1) a vocational assessment of interests and abilities
2) special services, including curriculum modifications,
3) guidance, counseling, and career development activities provided by professionally trained counselors, and
4) counseling services to ease the transition from school to work.

Other Perkins Act requirements of students with handicaps are:

*Fifty-seven percent of the federal vocational education state grant money is to be used to help conduct ongoing programs; of that money, ten percent must be set aside for the special programming needs of handicapped students.

*The other 43 percent of the state grant money is to be used for improving programs.

a.) Included in the latter category is a provision for funds to be used to support placement services (including special services for handicapped students) for students who've completed vocational education programs.

b.) Funds may also be used to support training to increase the competency of vocational education teachers, counselors, and administrators with special emphasis on the integration of education.

Minnesota is currently receiving federal money for vocational education programs, and the state plan now under development for school year 1986-87 will have to be in compliance with the Perkins provisions for special education students.

Implementation of the Carl Perkins Act is important to you as the parent of a handicapped student -- and extremely important in the successful transition of your son or daughter form the school setting to the adult community.

29 USC 1501 note
20 USC 1201 note
Public inspection

"(2) describe the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.

"(b) Each such local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

"(c)(1) Eligible recipients providing relatively few vocational education programs, services, and activities funded with limited total Federal and State funds may, as determined by the State board, be exempt from the requirements of subsection (a) or (b) or both.

"(2) Each State board shall identify in its State plan the appropriate criteria for determining such exemptions.

"TITLE II—BASIC STATE GRANTS FOR VOCATIONAL EDUCATION

"PART A—VOCATIONAL EDUCATION OPPORTUNITIES

"USES OF FUNDS

20 USC 2331
Ante, p. 2438

"SEC. 201. (a) From the portion of the allotment of each State under section 101 available for this part, each State shall provide vocational education services and activities designed to meet the special needs of groups of individuals specified in subsection (b).

"(b) To meet the needs identified in the State plan, each State shall use the portion of its allotment available for this part in any fiscal year to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of—

"(1) handicapped individuals;

"(2) disadvantaged individuals;

"(3) adults who are in need of training and retraining;

"(4) individuals who are single parents or homemakers;

"(5) individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and

"(6) criminal offenders who are serving in a correctional institution.

"(c)(1) Each State shall use the portion of its allotment available for this part in any fiscal year for handicapped individuals only for the Federal share of expenditures limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for handicapped individuals to participate in vocational education. If the conditions of handicapped students require a separate program, each State may use such funds for the Federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average average per-pupil expenditures for regular services and activities of the eligible recipient.

"(2) Each State shall use the portion of its allotment available for this part in any fiscal year for disadvantaged individuals only for the Federal share of expenditures limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for disadvantaged individuals to participate in vocational education. If the conditions of disadvantaged individuals require a separate program, each State may use such funds for the Federal share of the costs of the

services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per-pupil expenditures for regular services and activities of the eligible recipient.

"(d)(1) Each State may use the portion of its allotment available for this part for any fiscal year for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals, the costs of services and activities which apply the latest technological advances to courses of instruction, and, subject to the provisions of paragraph (2), the acquisition of modern machinery and tools.

"(2) Funds available to each recipient under this part for the disadvantaged may be expended for the acquisition of modern machinery and tools in schools at which at least 75 percent of the students enrolled are economically disadvantaged.

"(e)(1) Each State shall use the portion of its allotment available for this part to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults.

"(2) Funds used for the purpose described in subsection (a) may be used for services and activities developed in coordination with the State agency administering title III of the Job Training Partnership Act. 29 USC 1651.

"(3) Funds for services and activities under this section may be used for—

"(A) additional training under title III of the Job Training Partnership Act;

"(B) vocational education programs for training or retraining adults, including programs for older individuals and displaced homemakers;

"(C) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer;

"(D) individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs; and

"(E) individuals who have already entered the labor market, or have completed or left high school, and who are not described in clause (D).

"(f) Each State may only use the portion of its allotment available for this part to—

"(1) provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills;

"(2) make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

"(3) make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an

51-139 O - 85 -- 3 (570)

organization in terms of cost, the quality of training and the characteristics of the participants;

"(4) make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

"(5) provide information to single parents and homemakers to inform them of vocational education programs and related support services.

Infra.

"(g) That portion of the allotment described in section 202(5) shall be available for—

"(1) programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

"(2) vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

"(3) support services for individuals participating in vocational education programs, services, and activities described in clauses (1) and (2) including dependent-care services and transportation.

The requirement with respect to age limitations contained in clause (2) of subsection (a) may be waived whenever the individual described in section 111(b)(1) determines that the waiver is essential to meet the objectives of this section.

Ante, p. 2441.

"(h)(1) Each State may use the portion of its allotment available for this part in any fiscal year for basic skills instruction for vocational education students and related to their instructional program whenever the State board determines that such instruction is necessary to carry out the purposes described in subsection (b) of this section.

"(2) Each State may use the portion of its allotment available for this part in any fiscal year for the provision of educational training through arrangements with private vocational training institutions, private postsecondary educational institutions, and employers whenever such institutions or employers can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

"(i)(1) Vocational education services and activities described in subsection (b) shall, to the extent practicable, include work-site programs such as cooperative vocational education, work-study, and apprenticeship programs.

"(2) Vocational education services and activities described in subsection (b) may include placement services for students who have successfully completed vocational education programs.

DISTRIBUTION OF ASSISTANCE

20 USC 2332.

"SEC. 202. From the portion of the allotment of each State available for this part for each fiscal year—

Handicapped persons.

"(1) 10 percent of the funds available for this title shall be available for handicapped individuals;

Disadvantaged persons.

"(2) 22 percent of such funds shall be available for disadvantaged individuals;

"(3) 12 percent of such funds shall be available for adults who are in need of training and retraining;

"(4) 8.5 percent of such funds shall be available for individuals who are single parents and homemakers;

"(5) 3.5 percent of such funds shall be available for individuals who are participants in programs designed to eliminate sex bias and stereotyping in vocational education; and

"(6) 1 percent of such funds shall be made available for criminal offenders who are in correctional institutions.

"WITHIN STATE ALLOCATION

"SEC. 203. (a)(1)(A) The State board shall allocate the 10 percent of the amount allotted to the State and available for this title for vocational education services and activities for the handicapped to eligible recipients in accordance with the provisions of this paragraph. 20 USC 2333.

"(B) Of the amount allocated under this paragraph—

"(i) 50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient in the fiscal year preceding the fiscal year in which the determination is made to the total number of such individuals enrolled in all eligible recipients within the State in such year; and Disadvantaged persons.

"(ii) 50 percent shall be allocated on the basis of the relative number of handicapped students served in vocational education programs by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the State in such year. Handicapped persons.

"(2)(A) The State board shall allocate the 22 percent of the amount allotted to the State and available for this title for vocational education services and activities for the disadvantaged to eligible recipients in accordance with the provisions of this paragraph.

"(B) Of the amount allocated under this paragraph— Disadvantaged persons.

"(i) 50 percent of such amount shall be allocated to eligible recipients on the basis of the relative number of economically disadvantaged individuals enrolled in each eligible recipient in the fiscal year preceding the fiscal year in which the determination is made compared to the total number of such individuals enrolled in all eligible recipients within the State in such year; and

"(ii) 50 percent shall be allocated on the basis of the relative number of disadvantaged individuals and individuals with limited English proficiency served in vocational education programs by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made as compared to the total number of such individuals served by all eligible recipients within the State in such year.

"(3) The State board shall assure that sums allocated among eligible recipients pursuant to this subsection shall be used by an eligible recipient for vocational education services and activities for individuals with limited English proficiency in the same proportion as the number of individuals with limited English proficiency served by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made bears to the population of the State in that year.

"(4) Each local educational agency shall use, to the extent feasible, community-based organizations of demonstrated effectiveness, in

addition to other eligible recipients, for the use of funds available under this part in areas of the State in which there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of disadvantaged students, or in which the local educational agency determines that the community-based organization can better serve disadvantaged students.

"(5) Each local educational agency is authorized to use funds allocated under paragraph (1) of this subsection for joint projects with one or more other local educational agencies.

"(b) The State board may encourage any eligible recipient within the State which is eligible to receive a grant under this part which is $1,000 or less in any fiscal year to operate programs jointly with another eligible recipient.

"(c) The State board shall establish criteria for the distribution of the remaining amount of the allotment of the State available for this part to eligible recipients and to community-based organizations pursuant to section 201(c)(3) within the State for the purposes described in clauses (3), (4), (5), and (6) of section 202.

Ante, p. 2450
Ante, p. 2452.

"CRITERIA FOR SERVICES AND ACTIVITIES FOR THE HANDICAPPED AND FOR THE DISADVANTAGED

"SEC. 204. (a) The State board shall, with respect to that portion of the allotment distributed in accordance with section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide assurances that—

20 USC 2334.
Ante, p. 2453.

"(1) equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities;

"(2) equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs; and

"(3)(A) vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such Act; and

20 USC 1412.
20 USC 1414.

"(B) vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education.

"(b) Each local educational agency shall, with respect to that portion of the allotment distributed in accordance with section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

Ante, p. 2453.

"(c) Each student who enrolls in vocational education programs and to whom subsection (b) applies shall receive—

"(1) assessment of the interests, abilities, and special needs of such student with respect to completing successfully the vocational education program;

"(2) special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

"(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

"(4) counseling services designed to facilitate the transition from school-to post-school employment and career opportunities.

"PART B—VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION, AND EXPANSION

"USES OF FUNDS

"SEC. 251. (a) From the portion of the allotment of each State under section 101 available for this part from amounts appropriated pursuant to section 3(a) for each fiscal year, each State may use funds so available to meet the needs identified in the State plan for— 20 USC 2341. *Ante*, p. 2438. *Ante*, p. 2437.

"(1) the improvement of vocational education programs within the State designed to improve the quality of vocational education, including high-technology programs involving an industry-education partnership as described in part D of title III, apprenticeship training programs, and the provision of technical assistance; *Post*, p. 2462.

"(2) the expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the State;

"(3) the introduction of new vocational education programs, particularly in economically depressed urban and rural areas;

"(4) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into a State or community;

"(5) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

"(6) the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults, which may include upgrading the skills of (A) employed workers, (B) workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, (C) workers with limited English proficiency, and (D) displaced homemakers and single heads of households;

"(7) the improvement and expansion of career counseling and guidance authorized by part D of title III;

"(8) programs relating to curriculum development in vocational education within the State, including the application of basic skills training;

RESIDENTIAL OPTIONS FOR PERSONS WITH MENTAL RETARDATION

As the parent of a son or daughter who is mentally retarded, you will need to consider at some time how he/she will live independently in the community, or what kinds of supportive living services will be available to enable him/her to attain as much independence as possible.

There are three major factors that will influence what types of service may be available to your son or daughter. First, some residential services are available only to those who are eligible for medical assistance and county mental retardation services. Secondly, service options are based on the level of care your son/daughter will need. The Family Subsidy program aids families in keeping mentally retarded children at home rather than placing them in a residential facility. For those who need some supervision and training to live independently but do not need care 24 hours a day, Semi-Independent Living Services (SILS) may be an option you will want to learn more about. Is it necessary for your son/daughter to have 24 hour care and supervision? At one time, Regional Centers (state hospitals) were the only option. Now, community-based waivered services or placement in an Intermediate Care Facility are options you may need to consider.

The third factor influencing the type of residential services available is the funding level for the programs. Since programs may not have funding adequate to meet the demand for services, waiting lists are common. It is important to consider residential needs early, and begin planning well before your son/daughter is actually ready to move into the community.

Let's look in more detail at the following options:

1) Family Subsidy

2) Semi-Independent Living Services (SILS)

3) Waivered Services: The Title 19 Medicaid Waiver is addressed more completely in a separate article. To learn more about this program, request PACER's article entitled "Waivered Services".

4) Intermediate Care Facility for Mentally Retarded Persons (ICF/MR)

5) Regional Service Centers

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

FAMILY SUBSIDY PROGRAM

What is the Family Subsidy Program?

This program provides financial assistance to families to enable them to care for their mentally retarded children up to age 22 at home. The Department of Human Services pays eligible families a monthly allowance for certain costs of home care for children who are at risk of placement in a 24-hour care facility if the service cannot be provided at home.

What costs can be covered?

Costs such as medical equipment, respite care, transportation and special diets are examples of the kinds of care that may be covered.

Who is eligible to receive a Family Subsidy?

Eligibility for the program is based on the needs of the family in their ability to provide the necessary level of care in the home. The severity of the persons handicap and his/her potential for development are also considered. The program is not based on financial need.

Who pays the costs of the Family Subsidy Program?

Except for administrative costs which are paid by individual counties, the Family Subsidy is a state-funded program. Individual counties can decide whether they want to participate in the program or not.

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

SEMI-INDEPENDENT LIVING SERVICES FOR MENTALLY RETARDED PERSONS (SILS)

What are Semi-Independent Living Services?

These services provide intensive support and training to mentally retarded clients 18 years of age and over to enable them to learn to live independently in the community or to maintain semi-independence.

Who can receive SILS?

Clients must be eligible for Medical Assistance and for services from the Department of Human Services, Division for Persons with Developmental Disabilities. Clients eligible for SILS do not require daily support services, but are unable to live independently without some training or occasional support.

What services are provided?

Each client in a SILS program must have an Individual Program Plan based on assessed needs. Assessments must be made annually and program goals and objectives are to be reviewed on a quarterly basis. The plan specifies the level of training needs in areas such as meal planning, preparation and shopping, first-aid skills, money management, self-administration of medication, use of transportation, use of leisure time, personal hygiene, or other daily living skills.

Where do clients receiving SILS live?

SILS Clients live in their own homes or apartments, in rooming houses or foster homes. SILS clients often share living arrangements with other persons who are mentally retarded. It is helpful to remember that SILS is a type of service, not a specific place to live.

I've heard of SLA's. Is that the same thing as SILS?

SILS are sometimes confused with a similar type of assistance provided under the Title 19 Medicaid Waiver program. The waiver provides supported living services (SLS, formerly called Supported Living Arrangements, SLA's) for people who need daily or 24-hour supervision. To learn more about this program, request PACER's article entitled "Waivered Services". The important difference is that those receiving SILS service need only occasional support, not help on a daily basis.

Who pays for SILS?

Counties who want to participate in the program apply to the state for SILS grants. The state pays 80% of the costs for clients. SILS clients usually work in sheltered or competitive employment. Wages, Supplemental Security Income (SSI) and Minnesota Supplemental Aid (MSA) are used to pay for living expenses.

Who provides the services required in the Individual Program Plan?

Services are provided by county social workers or from private vendors under contract to the county.

What if my son/daughter is not eligible for this program?

Individuals who are only mildly handicapped may still need help with learning to live independently. Some counties provide "SILS-like" services for people who do not qualify for help from the Mental Retardation Division. These programs are funded through the individual counties. Check with your local county to see if this type of service is available where you live.

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

INTERMEDIATE CARE FACILITY FOR MENTALLY RETARDED PERSONS (ICF/MR)

What is an Intermediate Care Facility for mentally retarded persons (ICF/MR)?

ICF/MR facilities are specially licensed residential settings for persons who require 24-hour care and supervision. In Minnesota, seven Regional Centers and over 300 group homes are licensed as ICF/MR facilities. The group homes range in size from small 6-person homes to larger institutions. Most of them are small residences serving under 16 people.

Who can live in an ICF/MR group home?

To be eligible for placement in an ICF/MR group home, a person must require 24-hour care and supervision. He/she must be eligible for Medical Assistance, and qualify to receive service from his/her County Human Services, Mental Retardation Division. A county caseworker coordinates a screening to determine eligibility for services and to develop a service plan. The caseworker, client, parent/guardian and a Qualified Mental Retardation Professional (QMRP) are part of the screening team. During the screening process, the case worker must examine a persons's social history, medical condition, and skills such as self-care, mobility, communication, and personal independence. Learning ability will be measured by a standardized test of intelligence. The case worker will determine if the person is in need of 24-hour supervision at the present time or is likely to need it within the next year.

What services are provided in an ICF/MR group home?

They provide room and board and arrange for other services such as medical or dental care, speech, or physical therapy. The Department of Human Services licensing rules require that residents be involved in a day program away from the residence. This could be a program such as a developmental achievement center, sheltered work or other employment. Each resident of an ICF/MR group home is required to have an individual program plan that is based on individual needs.

Who pays for the costs of an ICF/MR group home?

Title 19, known as Medicaid or Medical Assistance in Minesota, funds these services. Title 19 funds are approximately 50 percent federal dollars, 45 percent state dollars, and 5 percent county dollars. Residents of ICF/MR facilities receive a personal needs allowance from Supplemental Security Income (SSI) and Minnesota Supplemental Aid (MSA).

How are ICF/MR facilities licensed?

They are regulated under several different rules. Department of Human Services' rules set minimum standards for programs and services; Health Department rules set requirements for the physical plant such as construction, equipment, maintenance, sanitation and safety; and the Department of Energy, Planning and Development sets

rules regarding financial planning and cost containment criteria. Facilities are also licensed as Class A or B facilities depending on the self-preservation skills of the residents. Class B facilities serve more dependent persons who would not be capable of self-preservation in an emergency, such as a fire. These facilities require different staffing and safety standards.

What are the program standards that need to be met?

The Department of Human Services Rule on Residential Programs and Services for Mentally Retarded Persons spells out all the standards that need to be met. A copy of this document is available from the law library of your local county, or by calling the Minnesota State Document Center at 297-3000.

Some of the important standards you should know about are these:

1. Each resident must have an individual program and treatment plan that is based on an assessment of individual need, and must be reviewed annually.

2. The assessment team must include the resident and parent/guardian.

3. The living units should be home-like and should promote development of meaningful relationships among residents and staff.

4. The staff must devote care and attention to the development of the residents skills such as self-care and social skills.

5. Residents are to have a normal rhythm of life, such as having planned daytime activities including appropriate work and social opportunities.

6. There must be written policies and procedures regarding discipline and behavior problems such as the use of physical or chemical restraints or behavior modification programs.

7. Staff size depends on staff members experience and training, and the resident's degree of handicap and training needs.

8. Volunteers may be used to enhance program services, but the provision of basic services to residents cannot depend on the use of volunteers.

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

REGIONAL CENTERS

What is a Regional Center?

Regional Centers, formerly called state hospitals, are large institutions for group living. Seven regional centers in Minnesota serve people with developmental disabilities, primarily those with severe and profound mental retardation or those with severe behavior problems. They are certified as Intermediate Care Facilities.

Who can be placed in a Regional Center?

At one time, only Regional Centers provided the intensive 24-hour care needed by some severely handicapped children and adults. Now, however, it is recognized that this type of care can be more effectively provided in less restrictive settings. Rather than more residents being placed in Regional Centers, the intent is to integrate people into the community. Placement in a Regional Center requires a legal commitment proceeding through the county probate court system. This type of placement can be made only when no community-based placement can be found. If this occurs, the county must then determine how a less restrictive placement will be made possible. The county must plan for how the level of care needed for that person can be developed in a community-based setting. There are rules that regulate the length of stay allowed for the placement of children and adults in Regional Centers. Further information about these rules is available from your local county or Regional Service Specialist.

What services are provided in a Regional Center?

Each resident must have an Individual Program Plan based on assessed needs. Services provided include room and board, medical care, training in basic living skills and planned daytime activities. Day programs are similar to those found in community developmental achievement centers. Programs can take place on-site rather than in community settings. Service plans should focus on helping residents to acquire skills to enhance their quality of life, improve functioning and independence, and allow for placement to a less restrictive environment in a community based setting.

Who pays for services in a Regional Center?

These services are paid for by the federal Medical Assistance (Medicaid) program, Title 19.

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

GUARDIANSHIP: AN IMPORTANT ISSUE TO CONSIDER

The question of guardianship is an important, and sometimes troubling issue faced by parents of a son or daughter who:

(1) is approaching or has already reached age 18 and
(2) has a handicap that results in poor judgment and the inability to make decisions that are in his/her own best interest. The handicap might be mental retardation, mental illness, or a brain injury or other neurological impairment.

A person fitting this definition may need someone know as a guardian or conservator. This is a person who has a legal right - granted in a court proceeding - to make decisions for another person. The difference between a guardian or conservator will be explained later.

AGE 18

Why is the age of 18 significant? Under law, when an individual reaches this age, unless formal action has been taken to the contrary, the person is held to be an adult who possesses the right to make decisions for him/herself. Legally, the parent's signature is no longer valid.

As parents of a young adult 18 or older who has one of the disabilities or handicaps listed above, you may have found that you have, in fact, been able to continue making decisions on his/her behalf and that the decisions you/you've signed have not been questioned. This does occur. However, unless you are your adult son's or daughter's court-appointed guardian or conservator, it's possible that at any time you may encounter a situation where your signature and right to make a decision will NOT be allowed. Frequently, for instance, a hospitalization of a young handicapped adult and the need for someone's official consent to a medical procedure may trigger the need for a formal action on the part of parents or others to become his/her legal guardian or conservator.

In this paper, we will be examining only guardianship or conservatorship for persons 18 or older - unless action has been taken to terminate their custodial rights, parents of children under age 18 are considered their child's natural guardian.

Also, this discussion will focus primarily on guardianship or conservatorship "of the person," and arrangement that meets the needs of most young handicapped adults. A second type of guardianship or conservatorship, that "of the estate," is designed for people who actually have what is thought of as an "estate," is designed for people who actually have what is thought of as an "estate" that needs overseeing and careful management. The "estate" might be real estate holdings, for instance, or investment income, an inheritance, or other substantial assets. Being a guardian or conservator "of the estate" of another person involves quite a bit of filling out forms and detailed record keeping. Persons involved in the process of becoming guardian "of a person" (the duties involved in this position are outlined later) should be sure there is a reason for also becoming guardian "of the estate" before taking on that additional responsibility.

(c) 1986. PACER Center, 4826 Chicago Ave., Mpls., MN 55417; (612) 827-2966, voice & TDD.

WHO NEEDS A GUARDIAN?

In finding that an adult does need a guardian or conservator of his/her "person," the court would establish that a person is "incapacitated," which means, according to Minnesota law, that he or she "is impaired to the extent that he lacks sufficient understanding or capacity to make or communicate responsible decisions concerning his person and who has demonstrated deficits in behavior which evidence his inability to meet his needs for medical care, nutrition, clothing, shelter or safety." (525.54 subd. 2.)

Consider, briefly, the use of the word "communicate" in the above definition of incapacitation. Does this mean that a guardian or conservator should be appointed for a person with a sensory or physical disability which makes communication with the general public very difficult?

The answer proposed here to that question is not a legal opinion but a philosophical one: In the instances just given where there is a communication handicap but no mental disability, it is urged that the family of the individual should explore any and all communication aids and devices so that his/her own communication of decisions is possible rather than seeking to have someone else appointed to make decisions for the individual as a guardian or conservator.

Because guardianship or conservatorship does result in an individual's loss of self-determination in one or many areas of his/her own life, it should be pursued only where there is a question of mental incapacity, a serious impairment to the persons' sense of judgment and ability to make decisions for him/herself.

There are also alternatives to guardianship or conservatorship that should be explored first for any individual with a handicap such as those described earlier. For instance, a publication issued by the Probate Court Division of Hennepin County District Court states, "There are options that may protect an unable...person without court involvement. Family members, social workers and agencies, consumer groups, lawyers, and health care providers could offer advice and assistance in your search for financial and personal protection of an individual. If the person in question is unable to manage financial or personal affairs to the extent that intervention is necessary, informal assistance from family and friends may be possible. If the person in question is receiving Social Security as a primary source of income and has limited finances, a Representative Payee* may be considered. Consultation with the Social Security Administration or with an attorney could offer guidance in exploring this option. Consumer organizations may also be able to advise you on other options."

GUARDIAN/CONSERVATOR

Under Minnesota low, as mentioned previously, there are two types of guardianship/conservators:

(1) of the person,
(2) of the estate.

In either category, a guardianship is the more restrictive arrangement because the guardian assumes ALL of the decision-making rights and responsibilities in whichever category he has been appointed to serve whether it's as guardian of the person, of the estate, or of both the person and of the estate.

Also, the person or **"ward"** for whom a guardian is appointed is held by Minnesota law to be ***"incompetent"*** and has lost his/her right to vote. In contrast, the "conservatee" or person on whose behalf a conservator makes decisions is **NOT** considered *"incompetent"* and she does not lose the right to vote **unless that right is specifically restricted in the court order.**

A guardian "of the person" would have ALL or the powers or duties listed below, according to Minnesota law. A conservator "of the person" would be responsible ONLY for those areas of decision-making in which a court had found the conservatee to be incapacitated.

Powers or duties for a guardian/conservator "of the estate:"

1. to have custody of the ward or conservatee and to establish his place or residence,
2. to provide for the ward's or conservatee's care, comfort, and maintenance needs, including food, clothing, shelter, health care, social and recreation requirements, and, whenever appropriate, training, education, and rehabilitation,
3. to take reasonable care of the ward's or conservatee's clothing, furniture, vehicles and other personal effects,
4. to consent to enable the ward or conservatee to receive necessary medical or other professional care, counsel, treatment or service,
5. to approve or withhold approval of any contract, except for necessities, which the ward or conservatee may make or wish to make, and
6. to exercise supervisory authority over the ward or conservatee in a manner which limits his civil rights and restricts his personal freedom only to the extent necessary to provide needed care and service.

(Minnesota statue 526.56 subd.3)

Keep in mind that a guardian would have all of the above decision-making powers; a conservator would have one or some, but not all, of the above areas of authority.

FURTHER CONSIDERATION

1. By becoming a guardian/conservator, a person does not assume a legal duty to pay for food, clothing, shelter or any other needs out of his/her own funds but is encouraged to utilize public benefits or services to which the ward or conservatee is entitled. Of course, when appropriate public services and programs are not in place for individuals with a certain handicap or if they are inadequate, a guardian/conservator may feel the obligation to provide for the son's or daughter's needs out of personal funds. This would be a personal decision, not a legal responsibility incurred because of the guardianship or conservatorship appointment.

2. Under Minnesota law, "no guardian or conservator may give consent for psychosurgery, electroshock, sterilization or experimental treatment of any kind unless the procedure is first approved by order of the court...The guardian or conservator shall not consent to any medical care for the ward or conservatee which violates the known conscientious, religious, or moral belief of the ward or conservatee." (525.56 subd. 3 (4) (a))

3. What happens if a ward or conservatee who's had his/her right taken away to sign contracts for something other than a necessity of life goes ahead and signs a contract anyway?

In the case of a contract for something other than a necessity, and if the person can not make the payments called for, the fact that s/he has had a guardian or conservator appointed by the court would be helpful evidence in establishing that the contract in question should be voided. Remember, the voiding issue applies to contracts that are not for life's necessities.

OTHER TYPES OF GUARDIANSHIP/CONSERVATORSHIP

Besides the distinctions already mentioned, a guardianship/conservatorship can be a "public" or a "private" one.

In Minnesota, a person who is mentally retarded might have either private or a public guardian. People who ar incapacitated due to something other than mental retardation are eligible only for a private guardian.

Under the "public" arrangement, the person would be the ward or conservatee of the Minnesota Commissioner of Human Services. (In practice, day-today guardianship duties would be carried out by a county worker who acts as a delegate of the Commissioner.)

Because of the large case loads of county workers, their ability to provide individual oversight and attention to each ward or conservatee in their care is limited.

In the past , a public guardianship or conservatorship had to be in place in order for the individual to be eligible for certain government services or programs. This is no longer true and should NOT be a factor when parents or others are deciding whether or not to seek a "public" or "private" arrangement.

A private guardianship or conservatorship means that a parent, family member, or other individual could be named by the court to serve in the decision-making capacity for a ward or conservatee. Ideally, a private guardian or conservator, who serves only for one person and thus has a one-person caseload, would be in a better position to know his/her ward or conservatee, advocate for him or her, and provide effective and individualized representation. Also, to emphasize a point made in the previous paragraph, persons under a private guardianship or conservatorship are now eligible for all public programs or services that were only open to "public" wards in the past.

IN THE COURT

1. The guardianship/conservatorship process requires a petition to be filed alleging that the person in question needs such an arrangement, a court hearing on the case, and subsequent reports to be made by the guardian/conservator appointed.

Legal Advocacy for Developmentally Disabled Persons in Minnesota [(612) 338-0968 or 1-800-292-4150] has suggested that parents or others seeking to have a guardian/conservator appointed might think about the possibility of proceeding without necessarily having an attorney. The involvement of an attorney is not legally required.

However, not using an attorney is an option that should be carefully considered. A lawyer's services may be a very wise investment as there are many choices to be made in the process for which legal advice would be helpful, if not critical. While probate court officials can answer questions about procedures involved in the appointment of a guardian or conservator, they are prohibited by state statute from giving legal advice. It's likely that many of the answers to questions faced by petitioners (the persons seeking to have a guardian or conservator appointed) as they proceed would involve legal advice.

2. Even if a person is found by the court to be in need of a guardian or conservator, the person(s) who originally filed the petition will not necessarily be the party named by the court to serve in that capacity. State law says that:

(a) Kinship is not considered a conclusive factor in determining guardianship.

(b) If the person in need of a guardian or conservator has "sufficient capacity to form an intelligent preference," she may nominate the person s/he wishes to serve in that capacity. Unless the court finds that appointment of the nominee would not be in the person's best interest, the nominee would be named to serve as guardian or conservator. (525.544)

3. Although parents may be the legal guardians or conservators for their adult sons or daughters and may have written into their will whom they wish to be appointed to serve in their stead following their death, their preference will not necessarily be honored.

In this case, once again the ward or conservatee (if she has the capacity to do so) may nominate whom she wishes to serve as the guardian/conservator who succeeds the previous person(s) in that position.

The nominee would be appointed unless the court believes the appointment would not be in the ward's/conservatee's best interest.

**A "representative payee" is someone appointed to handle money for the Social Security recipient. The "payee" would receive the Social Security check and must keep careful records to show that the money is being spent for the recipient's care, food, shelter, clothing, and so on.*

Learning To Make Decisions: Students and the I.E.P.

When you think about your son's or daughter's future, do you see him/her being able to make decisions and taking at least partial responsibility for choices in his/her own life?

Or - if s/he could receive some training now in decision making and the skills involved - might this kind of self-guided future be a possibility for your handicapped son or daughter?

Consider the many occasions when young adults with handicaps will interact frequently with professionals who share responsibility for various areas of their lives. The interactions may be the kind in which the caretakers and providers decide for our sons and daughters what is to happen in their lives. Or our older handicapped children can learn how to have a voice in the decision process and to express their thoughts and wishes.

The type of interaction depends in part on the communication skills young adults with handicaps possess, and development of these skills should not be taken for granted or left to chance.

Working on these skills can begin when students are still in school - and their participation in situations where planning for their future is involved is a logical and sensible preparation for adult decision making.

One possible opportunity for their participation is during IEP meetings - if a certain climate exists during these important planning sessions. That is:

1. Do the professionals present treat the parent(s) with respect and as an important member of the team? If so, they will probably treat the student with respect and make him/her feel important as a team member.

2. Do the professionals appear to desire and value the parent's input? If so, they will probably direct questions to the student and listen to his/her views.

3. Do you, the parent feel you can act as a positive role model for your son or daughter? That is, can you assert yourself and express your views positively and politely, yet firmly? Or, in other words, would the student benefit from seeing how Mom or Dad interacts with professionals in possibly difficult situations?

4. Is the IEP meeting probably going to be what it's supposed to be: a session devoted to planning services according to the individual student's assessed needs and to discussing his transition needs and how current programs relate to the future?

If a parent decides that the answers to these questions are probably negative, then the student's participation is also likely to be negative and not the desired learning experience. If this is the case, the parent may want to look for other opportunities in the family's life where the student could gain some practical, real world planning and decision making experience.

Let's assume in your case, however, that the IEP meeting can be a positive learning experience. Then, student involvement at their own IEP sessions can yield several important results:

(c) 1987 PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

1. It's a good point for them to begin taking over responsibility for their life and to start setting their own directions. It's an occasion that clearly presents all kinds of important potential decisions to be made and one where the process of what is decided now can be clearly tied to results that are likely in the future.

2. It's an excellent chance for students to begin interacting with professionals who share responsibility for an area of their lives and to practice for the future when they will need to deal with a variety of service providers on their own.

3. It's also a good opportunity for students to develop a better understanding of their own disabilities, to learn how to let others know about the special needs related to the disability. Surprisingly, though someone may have lived with a handicap for 15 or 16 years, s/he may have little understanding of its implications for the future and the accommodations that will be needed - or that can be made - to help him/her succeed as an adult member of the community.

The IEP meeting links together present needs with reasons for current programs and some hoped-for future results. It's good preparation for communication about one's self to professionals in the future.

BEFORE THE I.E.P MEETING

Parents can begin to prepare their handicapped youngsters even earlier than the high school years for eventual participation in IEP meetings. For instance, the purpose of an IEP and what Mom and/or Dad do when they go to that meeting at school can be explained to the youngsters, as soon as they are able to understand.

In junior high for the first time, students often experience choices about some of the classes they may take. This presents an excellent opportunity for some guided decision making as parents sit down with sons and daughters and talk over together the reasons for, and benefits of choosing one class over another.

Finally, in high school or even earlier, preparations should be made for a student to attend an IEP meeting itself - with all parties concerned.

First, parents may want to let the school know that the student will attend. Before the meeting, parents and school staff could discuss what the student should gain from participation and the positive and sensitive manner in which it's hoped the youth and his/her input will be treated.

The student should not be expected to walk into an IEP meeting "cold" and have participation prove fruitful. Parents or school staff might first review with him/her what an IEP actually looks like, who will be at the meeting, what the IEP process involves, and what goals and objectives are. They could also discuss some of the topics on which the student's input will be sought, for instance, his/her interests and hopes and goals for the future.

Also, as mentioned earlier, a useful opportunity that the IEP meeting can present for students is practice in describing to others their own perspective of what their handicap is and what it means in terms of what they can and cannot do at school, in home, and in the community. This shouldn't be approached, of course, as a way of gaining sympathy.

Rather, it will be important to them in the future when advocating for themselves to:

1) be able to explain to others what their handicap-related frustrations and limitations are,
2) describe what is needed to help overcome these restrictions, and
3) be able express what their strengths and abilities are since good programs are built around what a person *can* do as well as designed to help overcome what s/he cannot do.

Before the IEP meeting, parents can encourage their son or daughter to think about the kind of input s/he may want to offer on the above topics to help the IEP team plan his transitional programs.

As a final step in preparation, parents and students will want to talk about how they will handle any disagreements between themselves that might surface at the meeting. Both parties need to be realistic and remember that a school meeting is not the best place to air differences of opinion within the family. Though differences may well exist, getting into a heated argument in public isn't a good strategy for achieving good services.

On the other hand, parents who are committed to the idea that their son or daughter will be gradually assuming responsibility for the direction of his/her life must be prepared for disagreements that will occur should the youth's vision of his/her life's direction be quite different from his/her parent's.

This does not mean that parents must be ready to automatically give up all their own decision-making authority. In fact, they may find it wise to reaffirm with their youngster - before the meeting - that they still hold the final responsibility for plans and choices made at the meeting.

However, if students are truly to begin "taking ownership" of their futures by participating in IEP planning, then parents and school staff will want to treat the student's input with respect and consideration - even though it's not the input they'd anticipated...or are excited about hearing.

Do the goals and objectives being developed at today's meeting actually relate to the student's own long-range interests and hopes? If not, with what degree of enthusiasm will they be pursued? Is some re-design a good idea?

GOALS OF STUDENT INVOLVEMENT

We can view a student's participation in the IEP process as a good training ground for becoming a good self advocate as s/he works to develop an independent life within the community.

Real student participation in the development of IEPs is also some insurance that the goals and objectives will subsequently be pursued. Few of us - handicapped or nonhandicapped - are eager to live lives planned for us by someone else.

Reality has taught us that adult life can be different for handicapped persons in ways not immediately apparent. Nonhandicapped persons, for instance, can reach the last year of college (and beyond) without anyone demanding that they give really hard thought or solid commitment to their future direction.

Yet handicapped persons, to ease their transition into adult life and gain access to programs and services with long waiting lists, are encouraged to begin planning for their futures several years before they leave school, their childhood homes... or the state of childhood. For practical reasons (such as the length of time required to get into a program), these early plans may actually involve rather solid commitments from the youth.

A dilemma results: Choices that will set the direction of life for young people for years and years in the future are, of necessity, being made for them by others - parents and teachers. In order to keep their lives in their own hands as much as possible, their involvement in these early choices is crucial.

SUPPLEMENTAL SECURITY INCOME
(SSI)

Supplemental Security Income (SSI) is a federal program that provides monthly cash payments to persons who are disabled and have little or no income or resources. A person does not have to have held a job in order to be eligible for SSI. A person with disabilities can be considered for SSI regardless of his/her age, and whether or not s/he is single or married. Information in this paper, however, is for persons 18 and older, in or out of school, who are single and who have disabilities other than blindness. Information on SSI for persons with disabilities who are younger than 18, married, or blind can be obtained from a local Social Security office.

INITIAL ELIGIBILITY FOR SSI

At the time of application for SSI, a person must be a citizen of the United States or a legally admitted person from a foreign country, and must have:

a physical or mental disability that 1) is expected to last at least 12 months and 2) prevents him/her from doing substantial gainful activity,

no more than $1800 in resources (1987 limit), and

no more than $340/month in income (1987 limit).

SUBSTANTIAL GAINFUL ACTIVITY

Substantial gainful activity (SGA) means significant and productive physical or mental work done for pay. Average monthly wages, before taxes and after deductions allowed by Social Security, over $300 are considered proof of substantial gainful activity and disqualify the person for SSI. Average monthly wages, before taxes and after allowable deductions, between $190-$300 may be considered proof of substantial gainful activity if the amount and quality of work are about the same as are done by non-disabled workers in the area. Average monthly wages, before taxes and after allowable deductions, less than $190 are automatically considered proof of inability to do substantial gainful activity.

(c) 1987. PACER Center, Inc., 4826 Chicago Ave. S., Mpls., MN 55417; (612) 827-2966.

RESOURCES

Resources are things a person owns that can be turned into cash, and their total value cannot be more than $1800. Resources counted by Social Security include, among other items, savings and checking accounts, stocks and bonds, personal and household goods over $2000, and life insurance with a total face value over $1500. A car is not counted as a resource if it is used for necessary daily activities or for transportation to work or to regular medical treatment, or if it is modified for use by a person with disabilities.

INCOME

Income means anything that can be used to meet a person's needs for food, clothing, or shelter. Social Security counts many things as income that are not counted as income for tax purposes. For SSI, there are two kinds of income: Earned income and unearned income. When first applying for SSI, these two types of income added together cannot be more than $340. Some examples of earned income include wages, earnings from self-employment, and money received for work in day activity centers (DAC's), work activity centers (WAC's), and sheltered workshops. Some examples of unearned income include Social Security and other money benefits, most food/shelter/support given in return for work, and interest payments. If a person is eligible for Social Security or other program payments, s/he must apply for them so that they can be included in determining income for SSI purposes.

APPLYING FOR SSI

Application for SSI can be made at any Social Security office. Social Security will want written information in any of the following areas that are appropriate for your son/daughter. If you do not have the written information you think you need, however, you should still apply because the person in the Social Security office may be able to help you get whatever is required.

proof of age

Social Security number

pay slips or other papers showing income

dividend or interest statements, insurance policies, or other papers showing resources

records of all living expenses

medical records or other reports about the disability, or the names and addresses of persons who have provided services or treatment related to the disability. Social Security will pay the cost of any extra testing it considers necessary to determine the nature of a disability.

DEDUCTIONS WHEN APPLYING FOR SSI

At the time of application for SSI eligibility, Social Security does not count certain kinds of income and resources in calculating substantial gainful activity, total resources, and total income. Not all the same income and resource deductions, however, apply to each of the three calculations.

INCOME AND RESOURCE DEDUCTIONS

Under a PLAN FOR ACHIEVING SELF-SUPPORT (PASS), a person can set aside income and/or resources for a work goal such as vocational training, education, purchase of work-related equipment, or the start-up of a business. Social Security decides if a PASS is acceptable, and if it is, the funds set aside for it are not counted by Social Security in figuring either the income or resources a person has. A PASS must be in writing, and must include a realistic work goal, a date for achieving the goal, a clear savings/spending plan, and a method of keeping track of the funds which are set aside. Social Security can help a person write a Plan for Achieving Self-Support.

INCOME

At the time a person applies for SSI, there are many items that Social Security does not count when figuring income ($340). Some of these are:

$20 a month exclusion from unearned income;

$65 a month exclusion from earned income (or $85 if there is no unearned income), plus one-half of earned income a month over $65 (or over $85 if there is no unearned income);

assistance received from the state based on need;

irregular or infrequent unearned income of $20 or less a month;

medical payments from health insurance;

income tax refunds;

bills paid by someone else for things other than food, clothing, or shelter;

food stamp assistance;

federal housing assistance from state or locally run programs.

SGA DEDUCTIONS

IMPAIRMENT-RELATED WORK EXPENSES (IRWE's) are the costs for services and/or items a person needs because of his/her disability in order to work. These expenses are deducted from earnings in deciding whether a person is capable of substantial gainful activity ($300). These costs can be deducted only if the person pays them himself/herself and receives no reimbursement for them.

Certain types of attendant care services, transportation costs, medical devices, work-related equipment and personal assistants, modifications to the home, routine drugs and medical services, and diagnostic procedures are deductible. To qualify for a deduction, a service or item must be necessary to:

control a disabling condition;

meet the physical or mental demands of the job;

prepare for the trip to work;

travel to and from work;

provide assistance immediately after returning from work.

Such impairment-related services and items can be deducted even if they are also needed for nonwork activities.

SSI PAYMENTS

Once a person qualifies for SSI, s/he receives a monthly payment from the federal government. In 1987, the maximum federal SSI payment is:

$340 a month for a single person who pays all of his/her living expenses;

$226.67 a month for a single person who does not pay his/her living expenses;

$25 for a single person living in a setting where Medicaid is paying over half of the cost of care.

In certain situations, the state may supplement these payments; these supplements will not be included in any of the calculations or discussions in this paper.

If a person has no earned or unearned income, s/he receives one of the three maximum federal SSI payments for his/her living situation. If s/he has income, however, the federal SSI payment is reduced to take into account the amount of income and what deductions s/he can take. In addition to the deductions from income that can be made when first applying for SSI, impairment-related work expenses can be deducted from income once a person has qualified for SSI.

The following example of the method for determining the amount of the monthly SSI payment is based on Amy. Amy is single, lives with her family, and pays nothing toward living expenses. She receives on the average $100 a month in wages (before taxes) and $2 a month in interest on a savings account.

There is a $20 exclusion allowed from unearned income. The $18 remaining after subtracting Amy's $2 of monthly unearned income can be added to the $65 dollar exclusion allowed from earned income.

$100.00	wages
- 83.00	exclusion from earned income
$ 17.00	
$17.00	
-1/2	deduction of one-half of income after exclusions
=$8.50	countable income
$226.67	basic SSI payment
- 8.50	countable income
$218.17	adjusted monthly SSI payment
$218.17	SSI payment
+102.00	wage + $ 2.00 interest
$320.17	total monthly income

It is important to keep all income and resource records (for example, wage stubs, interest statements), and to immediately report any increase or decrease in income or resources to Social Security. Failure to report such changes can result in Social Security's asking for money to be repaid, or in their making a one-time large payment to make up for previous underpayment. If your son/daughter is in supported employment, you should make clear from the start who is to be responsible for keeping wage stubs and reporting changes in wages to Social Security.

CONTINUING ELIGIBILITY AND WORK INCENTIVES

A person can continue to receive SSI monthly payments as long as the disabling condition present when application for SSI was accepted still exists, and as long as eligible monthly income is not more than $340 and resources are not more than $1800. Social Security from time to time reviews a person's file to see if s/he is still eligible for SSI and if the monthly payment is correct. These reviews are called redeterminations. When one occurs, a person needs to be able to give Social Security written information on income and resources, and at times, proof that his/her disability still exists. Another condition for continuing SSI eligibility is that a person accept vocational rehabilitation if it is available.

To qualify for SSI at time of application, a person cannot be earning more than $300 a month in wages, that is, the disability has to prevent the person's doing substantial gainful activity. Once a person begins to receive SSI payments, however, Social Security no longer looks at work activity in judging the disability. This is because of a work incentive in the law called 1619 (a) which allows a person to make more than $300 a month and still receive SSI payments. For every dollar a person earns, his/her monthly check is reduced by fifty cents. The amount of a person's monthly SSI payment is figured the same way as shown above.

As an example, Paul is single, living with his family and paying for his room, board, and clothes. He makes $550 a month before taxes, has no other income, and has no deductions other than the earned income exclusion.

$550.00	wages
85.00	available exclusion with no unearned income
$465.00	
$465.00	
-1/2	deduction of one-half of income after exclusion
$232.50	countable income
$340.00	basic SSI payment
-232.50	countable income
$107.50	adjusted monthly SSI payment
$107.50	SSI payment
+550.00	wages
$657.50	total monthly income

To figure how much Paul could earn before his SSI payments would stop, multiply by two the amount of his basic SSI payment without working ($340) and add the income exclusions for which he qualifies ($85). Paul could make $765 a month before payments from SSI would stop. The point at which earnings reduce the monthly SSI payment to zero is often called the break-even point.

Once a person has enough earnings to reduce the amount of his/her monthly SSI payment to zero, s/he still continues to be eligible for Medicaid*. This work incentive in the law is called 1619 (b). To qualify for 1619 (b) a person with a disability must continue to meet income (other than earnings) and resource
requirements for SSI payment, must be unable to afford equivalent medical coverage, and must need Medicaid in order to work. Medicaid benefits are considered necessary for a person to work if s/he expects to use the benefit at least once during the next 12 months.

*In Minnesota, Medicaid is called Medical Assistance, and it is necessary to apply for Medical Assistance separately from SSI. To apply for Medical Assistance, a person should go to his/her county welfare department.
If a person's income drops within 12 months of losing Medicaid benefits or of losing monthly SSI checks, the person can start to receive benefits again by simply notifying Social Security; it is not necessary to reapply and be accepted for SSI and Medicaid again. If a person's income drops after twelve consecutive months without benefits under either 1619 (a) or (b), s/he must file a new application for benefits.

If a person under 1619 (a) or (b) enters a public medical or psychiatric facility, s/he can continue to receive benefits for up to two full months. If a person under 1619 (a) or (b) enters a facility where Medicaid pays more than 50% of the cost of care, his/her benefits will continue to be figured in the usual manner for up to two full months before being reduced to the $25 a month payment limit.

APPEAL PROCESS

If you disagree with a decision by Social Security that finds you not eligible for SSI at time of application, or that reduces monthly SSI payments or stops them, or that ends your SSI eligibility, you can appeal the decision. You can have a personal representative help you with the appeal. The Legal Aid Society is a good source of information when preparing for an appeal, and a person from Legal Aid can serve as your representative.

There are four appeal steps that can be taken: 1) reconsideration, 2) hearing by an administrative law judge, 3) review by the Appeals Council, and 4) Federal court action. These steps must be taken in order. Only the first two will be described in this paper as they are the two most frequently used.

RECONSIDERATION

Within 60 days of notice of a decision by Social Security, a person must send to Social Security a written request for a reconsideration. If a person already on SSI wants to continue to receive payments while a case is being reconsidered, s/he must ask for a reconsideration in writing within 10 days of being notified of Social Security's decision. However, if the case is decided against the person, s/he might have to pay back the money received during the time of reconsideration.

Depending on the type of decision being appealed, a person may have the right to choose the kind of reconsideration to be used - a case review, an informal conference, or a formal conference. If you are having a disability decision reviewed, and you or your representative have to travel more than 75 miles to the conference, you can ask for travel expenses from Social Security.

ADMINISTRATIVE LAW JUDGE HEARING

A person has 60 days from the time of notification of a reconsideration decision to file for a hearing before an administrative law judge, and ten days to file if s/he wants to continue receiving monthly payments. The difference between this form of hearing and a reconsideration hearing is in the person making the decision. There are no choices as to the type of hearing before an administrative law judge.

FURTHER INFORMATION

This paper is meant only as an overview of SSI: Complete details on each aspect of SSI are not included. The Social Security Administration has prepared several different brochures on SSI that are available from your local Social Security Office. However, be sure to talk with an SSI claims specialist at a Social Security office for full information on SSI regulations that are of specific interest to you.